DOCUMENT RESUME

ED 405 845 IR 018 292

TITLE	Community Update: Goals 2000. 1996-97.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	97
NOTE	73p.; For the 1995-96 issues (n23-33), see ED 393 405.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Community Update; n34-45 1996-97
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Development; Educational Finance; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Family Involvement; Futures (of Society); Learning Activities; *Meetings; National Programs; Newsletters; Partnerships in Education
IDENTIFIERS	*Goals 2000; National Education Goals 1990

ABSTRACT

This document consists of the 11 issues of the newsletter, "Community Update," which were published between April 1996 and March 1997. The newsletter provides information to help schools and communities reach the National Education Goals. Each issue contains announcements of monthly satellite town meetings, topics to be discussed in upcoming town meetings, developments and issues related to Goals 2000, and news of state and local planning for Goals 2000. Also included in this series of issues are updates on Family Involvement Partnership for Learning, reports of other types of partnerships in education, and discussion on budgets and educational standards. (AEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Community Update

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

No. 34, April 1996
U.S. Department of Education

ED 405 845

When asked what is the most important thing public schools need to help students learn, "involved parents" received the top response from teachers.

IR018292

Teachers and the Public Agree on Education Priorities

Teachers and the general public are in broad agreement about how to improve our nation's public schools, according to a recent study by the Public Agenda Foundation. On questions such as what are the essential elements of a curriculum and how can we help students to learn to their full potential, teachers and the general public share many views. The findings are part of the report entitled *Given the Circumstances: Teachers Talk About Public Education Today*, which focused on teachers but also drew from past research on the views of the public, parents, and community leadership.

An overwhelming majority of teachers (98 percent) and the general public (92 percent) believe it is "absolutely essential" for schools to teach basic reading, writing, and math skills. Ninety-three percent of teachers and 88 percent of the public also want schools to emphasize such habits as "being on time, responsible, and disciplined."

The report found a strong consensus on how learning goals for students should be met. Four out of five teachers and 82 percent of the public supported setting up very clear guidelines on what students should learn and teachers should teach in every major subject. Eighty-three percent of teachers and 88 percent of the public felt that students should not be allowed to graduate from high school unless they clearly demonstrate they can speak and write English well.

Order and discipline was found to be another shared concern of teachers and the general public. A clear majority of teachers (81 percent) said that the worst-behaved students absorb the most attention in today's schools, thereby undermining learning for other students. Four out of five teachers and 73 percent of the public felt that overall academic achievement would improve substantially if persistent troublemakers were removed from class. Eighty-four percent of teachers and 76 percent of the public believed that permanently removing students caught with drugs or weapons would also improve academic achievement.

When teachers as a group were asked to rate the performance of our nation's public schools, they believed that given the tough circumstances of schools and communities with inadequate resources and family and social pressures, public schools are performing well. In fact, more than three-fourths of teachers believed their local public schools outperform private schools. In such key areas as better preparation for college, higher academic standards, and sounder teaching methods, teachers said that public schools did a better job. Respondents felt that private schools do excel in the areas of smaller class size and order and discipline.

When asked what is the most important thing public schools need to help students learn, "involved parents" received the top response from teachers. Four out of five teachers said their public schools are not getting enough money to do a good job, and 58 percent of the public shared this view. Sixty-five percent of teachers and 50 percent of the public thought classes are too crowded.

The broad consensus reported by the study on education priorities and strategies to improve public schools forms a basis for productive dialogue between teachers and parents, according to Deborah Wadsworth, Executive Director of Public Agenda. "Most Americans place teachers and parents at the very top of the list of those they trust to make sound decisions about schools," she wrote in the afterword to the study.

To purchase the full *Given the Circumstances* report, call Public Agenda, at (212) 686-6610. CU

Special Insert on Family Involvement (See inside)

April Town Meeting Discusses Preparing for College

The April Satellite Town Meeting will offer practical advice to students and their families on taking the tough courses necessary to prepare for college and on financing a college education through savings strategies, scholarship sources, and state and federal loans.

Entitled "Preparing for College, Academically and Financially" the hour-long Town Meeting will air on Tuesday, April 16 at 8:30 p.m. Eastern Time. The program is closed-captioned and is simulcast in Spanish.

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will welcome a panel of guests from around the country who can share how planning ahead for higher learning can help students succeed at both two-year and four-year institutions. Discussion topics will include what skills students need to stay in college once admitted, what financial aid is available for families who need extra help in paying for a student's college education, and what kinds of partnerships between schools, businesses, and other community organizations help ensure that all students have access to higher education.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, The Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax.

Satellite coordinates are as follows ....

C-Band: Galaxy 6, Orbital Location 74 degrees West; Transponder 2; Vertical Polarity; Channel 2; Downlink Frequency 3740 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120.0 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation.

Governors and Business Leaders Convene Education Summit

Last month, the nation's governors and business leaders held an education summit in Palisades, New York, to discuss actions that will accelerate school improvement in communities nationwide. Discussions focused on how to develop and implement high academic standards for students, how to hold students and others accountable to those standards, and how technology can be expanded as a powerful tool to improve teaching and learning. The summit was co-hosted by Louis Gerstner, Jr., Chairman and CEO of IBM; Wisconsin Governor Tommy Thompson, Chairman of both the National Governors' Association (NGA) and the Education Commission of the States; and Nevada Governor Bob Miller, Vice Chairman of the NGA.

President Clinton, who led the nation's governors at the 1989 summit to establish the National Education Goals, was a keynote speaker at the summit. U.S. Secretary of Education Richard Riley was among the other participants, who included local educators, state legislators, and chief state school officers. Summit participants hoped that their work will stimulate other discussions and activities on standards, accountability, and technology. CU

in Education Update

Richard J. Deasy has been appointed Director of the Goals 2000 Arts Education Partnership. In this new role, Deasy will lead a coalition of more than 110 arts, education and business organizations, and foundations committed to improving arts education as part of comprehensive reform through local and state use of Goals 2000 funds. Deasy, a former teacher and journalist, has worked for two state departments of education and directed another broad coalition of national and international organizations. Sara Goldhawk has been hired to support the Director in the work of the partnership, bringing her strong experience as a visual artist and staff member at Very Special Arts and the American Forum for Global Education. You can contact the Goals 2000 Arts Education Partnership c/o the Council of Chief State School Officers, One Massachusetts Ave., Suite 700, Washington, D.C., 20001-1431. The phone number is (202) 326-8683. CU

Special Insert on Family Involvement

Family Involvement Partnership for Learning

Family Involvement Partnership Reaches Out to Students

Student leaders met recently in Baltimore to learn more about the Family Involvement Partnership.

The national Family Involvement Partnership for Learning has launched a major effort to reach out to students to get more involved in their own learning and also play an active role in bringing together families and community members to participate in their education.

Last month, leaders from student councils and honor societies of public and private schools in Maryland, Pennsylvania, New Jersey, West Virginia, Virginia and the District of Columbia assembled in Baltimore to learn more about the Family Involvement Partnership. Students explored how they can act as the link between their teachers and schools and their families and communities. In addition students discussed how they could become involved in mentoring for younger children, tutoring their peers, and becoming reading partners in programs such as READ*WRITE*NOW!, the nationwide reading and writing initiative sponsored by the U.S. Department of Education.

"During this time of budget cuts," a student from Virginia remarked, "everyone in the community needs to get involved to make sure that we all get an education that will allow us to be successful and to have a good future. As members of our student councils, we have a responsibility to make sure that teachers, parents, businesses, and community leaders get involved to make a difference in our education."

Workshops on student involvement in education are planned for the National Association of Student Council area conferences next month in Chicago and Denver, and at the upcoming national conference in Florida. For more information on the READ*WRITE*NOW! program or other ways the Education Department helps students, families, businesses, communities, religious organizations and higher education groups get involved in learning, call 1-800-USA-LEARN. CU

Kiwanis Club Creates Innovative Reading Partnership

The Capitol Hill Kiwanis Club in the District of Columbia developed a dynamic reading program for children in the neighborhood Boys and Girls Club, enlisting the support of local partners to make the program a success. The Capitol Hill Club received the top award for the best new service project initiated by a Kiwanis club with 75 or more members in their region, which includes Delaware, Maryland, Virginia, and the District of Columbia.

The reading program focuses on five- and six-year-olds who lack the necessary skills to succeed in reading when they enter first grade. The club organized a committee to create a highly structured, fun-filled curriculum of language learning, utilizing the talents of reading specialists, librarians, educators, a Boy Scout executive, a business owner, and a graphic artist. The curriculum relies heavily on materials provided by the U.S. Department of Education's READ*WRITE*NOW! program.

More than 200 Kiwanis volunteers participated in weekly reading sessions with children during the summer. Reading Is Fundamental contributed books, and a local dentist and children's book reviewer are now adding to the supply. A local Safeway supermarket has provided materials for one activity to teach the alphabet.

Due to the reading program's success, it has now been expanded to include elementary school children during the school year. CU

PTA Offers Family Involvement Resources

One of the key supporters of the Family Involvement Partnership for Learning is the National PTA. The National PTA offers a wide variety of for-sale materials and resources on family involvement in children's learning. For a complete listing, request *The National PTA Catalog* by calling (312) 549-3253. Information about the cost for materials can be obtained directly from the National PTA. Here's a sample of available materials:

- *The Busy Parent's Guide to Involvement in Education.* This informative booklet describes steps busy parents can take to get involved with their local PTA and their child's learning activities.
- *Making Parent-Teacher Conferences Work for Your Student.* This guide addresses parents' concerns about what to expect from a meeting with their child's teacher, questions to ask, and how to follow up on conferences with an action plan. *Also available in Spanish.*
- *Parents Plus: A Comprehensive Program for Parent Involvement.* This manual provides instruction on planning and developing parent/family involvement workshops and programs.
- *PTA Parenting Guide: Programs and Resources Kit.* This guide explains how parent involvement helps students reach their full potential in learning.
- *Our Children Magazine.* PTA's award-winning publication includes articles on parenting, family involvement, health and safety and much more. To order *Our Children Magazine*, write the National PTA, 135 S. LaSalle Street, Dept 1927, Chicago, Illinois, 60674-1927. CU

Family Involvement Resources Online

A

To reach NPIN via the World Wide Web, go to http://ericps.ed.uiuc.edu/npin/npinhome.html. If you are using gopher, go to ericps.ed.uiuc.edu. To contact NPIN by telephone, call 1-800-583-4135. CU

Public Charter Schools Create New Options, Town Meeting Audience Learns

The March Satellite Town Meeting looked at communities' growing interest in public charter schools, a concept that is offering more choices in public education to students and their families. Public charter schools are created and managed by parents, teachers, and community leaders and operate under a contract or charter from a local school board, a state board of education, or a public university. In exchange for increased flexibility, public charter schools are held accountable for reaching high standards of achievement and discipline.

Twenty-one states have passed laws permitting public charter schools, the Town Meeting audience heard, and more than 250 such schools across the country are in operation during this school year. Minnesota was the first state to pass a charter school law, and leaders from two innovative public charter schools joined the program in a live uplink from PBS member station KTCA in St. Paul.

Milo Cutter, director of the City Academy in St. Paul, explained some of the challenges experienced by charter schools. "Learning new roles would be a major one. This is asking teachers to take on roles of accountability that we haven't experienced before. Searching out funding would be another. Many charter schools operate at a deficit compared to other public schools. And always creating — while it's exciting, it's also draining."

John Schultz, Team Facilitator at the New Country School in the rural community of Le Sueur, Minnesota, emphasized why charter schools are a powerful tool of school improvement. "You have to always be trying to do better. You can't say we're at a point now where we're done creating. That's not what these schools are about. It's about constantly doing better."

Education Secretary Richard Riley related how a school board member in Minneapolis told him that charter schools have been a source of good ideas to apply throughout the district. "That's a very important feature of charter schools — how they can impact change in other schools," Riley said.

Guest panelists in Washington, D.C., included State Senator Ember Reichgott Junge who represents New Hope, Minnesota and helped write the nation's first charter school law. When caller Frank Brogan, the Florida Commissioner of Education, asked what elements were important for his state's pending charter school law, Senator Junge offered this advice: "The first thing is that a charter school needs to be autonomous and have control over its budget, staffing, and curriculum. The second is that there needs to be more than one sponsor other than the local school board — either an appeal to the state board of education or perhaps a postsecondary organization. And third, we need to be able to have a large enough number of charter schools."

(from left to right) U.S. Secretary of Education Richard Riley, Jonathan Williams, LeAnn Frazer, Senator Ember Reichgott Junge, Rex Brown, and Deputy Secretary Madeleine Kunin participated in the March Satellite Town Meeting.

Panelist Jonathan Williams, the director of the Accelerated Charter School in Los Angeles, explained how parents played a key role in the development of his public charter school. "We went out to community centers and churches, and we made presentations to parents and welcomed them to dialogue with us as to what is the ideal type of school that you would like to have."

Involving the community as partners was another common theme to the experience of public charter schools. Panelist Rex Brown, director of the P.S. One School in Denver, Colorado, told how his school's innovative curriculum draws from the community. "Our kids use the Denver Center for the Performing Arts as their theater and the new Denver Public Library is our library. The Colorado History Museum is our history department, and we have a wonderful relationship with the art museum."

Deputy Secretary Madeleine Kunin emphasized that while public charter schools are a relatively new idea, they carry great potential to create new educational opportunities for students and their families. "Our experience with charter schools is very new, but it's very promising," she said.

The Education Department has several publications available on charter schools and other innovative ways to improve learning in existing public schools. "A Look at Charter Schools" features ten examples of charter schools across the country. With it is a sheet listing contacts at the Education Department and in each state for more information about charter schools. "10 Tips for Expanding Public School Choice" suggests actions that families, community groups, educators, school boards, and states can take to improve learning opportunities for children. To order these publications, call 1-800-USA-LEARN. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 34

175134
Ms. Jane Smith
Aquisitions Secretary
ERIC/IR
030 Huntington Hall
Syracuse University, NY 13244

Education Budget Debate Continues in Congress

Although six months have now passed since the normal October 1 budget deadline, Congress has not yet reached a final decision on the 1996 education budget. As this edition went to press, the Senate had passed a bill with a strong bipartisan vote of 84-16, restoring most of the education cuts in 1996 funding that had been proposed earlier and moving closer to President Clinton's 1996 recommendations. Education Secretary Richard Riley praised the Senate's "bipartisan support for education that helps local schools and is so clearly in our national interest." The House-passed bill for 1996 continues to propose deep cuts in education funding.

The President has submitted his 1997 budget request for education on schedule, even though final action has not taken place on the 1996 appropriation. The chart below compares the funding levels for major education programs in the 1995 appropriation, the House and Senate bills for 1996, and the President's request for the 1997 budget, as this edition went to press. CU

Funding for the Basics of Better Education:

Senate and House Bills Compared to the President's 1997 Budget (in thousands of dollars)

Major Education Programs	FY 1995 Appropriation	Senate Bill FY 1996	House Bill FY 1996	President's Budget FY 1997
Raise Standards of Achievement: Goals 2000	**$371,870**	350,000	**0**	491,000
Improve Basic Skills: Title I	**6,698,356**	6,833,887	**5,555,000**	7,165,000
Safe and Drug-Free Schools	**465,981**	400,000	**200,000**	540,000
Bring Computers into Classrooms	**22,500**	35,000	**25,000**	325,000
Gifted and Talented Education	**4,921**	3,000	**3,000**	10,000
Help Youth Move from School to Careers	**122,500**	186,000	**95,000**	200,000
Expand Public School Choice: Charter Schools	**6,000**	16,000	**8,000**	40,000

Community Update *is published by the Office of Intergovernmental and Interagency Affairs.*

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BELIN
Designer
BARBARA JULIUS

Save for RIE?

Community Update

No. 35, May 1996
U.S. Department of Education

President Clinton Delivers Message of "High Standards and High Accountability"

Editor's Note: President Clinton was the keynote speaker at the education summit convened by the nation's governors and business leaders that was held in March in Palisades, New York. Education Secretary Richard Riley also participated in the summit. The summit was co-hosted by Louis Gerstner, Jr., Chairman and CEO of IBM; Wisconsin Governor Tommy Thompson, Chairman of both the National Governors' Association (NGA) and the Education Commission of the States; and Nevada Governor Bob Miller, Vice Chairman of the NGA. The following are excerpts from remarks by President Clinton, Governor Thompson, Governor Miller, and Mr. Gerstner.

...I believe the most important thing you can do is to have high expectations for students...
—President Clinton

Our country still has an attitude problem about education that I think we should resolve... and that is that too many people in the United States think that the primary determinant of success and learning is either IQ or family circumstances instead of effort. ...So one of the things that I hope you will say is in a positive way that you believe all kids can learn, and in a stronger way that you believe that effort is more important than IQ or income — given the right kind of educational opportunities, the right kind of expectations.

...We can only do better with tougher standards and better assessment, and you (state leaders) should set the standards. I believe that is absolutely right. And that will be the lasting legacy of this conference. I also believe, along with Mr. Gerstner and the others who are here, that it's very important not only for businesses to speak out for reform, but for business leaders to be knowledgeable enough to know what reform to speak out for, and what to emphasize, and how to hammer home the case for higher standards, as well as how to help local school districts change some of the things that they are now doing so that they have a reasonable chance at meeting these standards.

Special Insert on Family Involvement (See inside)

...I believe the most important thing you can do is to have high expectations for students — to make them believe they can learn, to tell them they're going to have to learn really difficult, challenging things, to assess whether they're learning or not, and to hold them accountable as well as to reward them.

...I believe that if you want the standards movement to work, first you have to do the hard work in deciding what it is you expect children to learn. But then you have to have an assessment system, however you design it, in your own best judgment at the state level, that says, no more social promotions, no more free passes. If you want people to learn, learning has to mean something. ... I don't believe you can succeed unless you are prepared to have an assessment system with consequences.

...The worst thing you can do is send people all the way through school with a diploma they can't read. And you're not being unfair to people if you give them more than one chance, and if at the same time you improve the teaching and the operation of the schools in which they are.

...I believe every state, if you're going to have meaningful standards, must require a test for children to move, let's say, from elementary to middle school, or from middle school to high school, or to have a full-meaning high school diploma.

...The governors have to lead the way, the business community has to stay involved. ...We have to have high standards and high accountability. If you can achieve that, you have given a great gift to the future of this country.

President Bill Clinton

Town Meeting Will Explore How Reading and Writing are Central to Learning

The May Satellite Town Meeting will look at how families, schools, and communities can promote excellence in reading and writing.

Entitled "Ideas for Improving Reading and Writing" the hour-long Town Meeting will air on Tuesday, May 21 at 8:30 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish.

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will welcome educators and local leaders from around the country who have developed innovative programs to strengthen reading and writing skills, emphasizing the family's central role in education. The national READ*WRITE*NOW! program will also be featured, which focuses on helping students to practice reading and writing skills during the summer. READ*WRITE*NOW is jointly sponsored by the Education Department and its partners, including Reading Is Fundamental, the National Associations of Elementary and Secondary School Principals, Hadassah, Pizza Hut, and Nickelodeon.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, The Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax.

Satellite coordinates are as follows ....

C-Band: Telstar 401, Orbital Location 97 degrees West; Transponder 7; Vertical Polarity; Channel 7; Downlink Frequency 3840 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120.0 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

...Standards are the building blocks for better and bolder schools in each of our states and communities. Standards drive excellence, whether it be in business, athletics or education. We will not be able to improve our schools unless we first raise the bar of achievement through rigorous academic standards, as well as develop an effective means by which to assess our students and our schools. ...Our goal is to leave here with a commitment by each of the governors to return to their states and set high standards for their schools within two years.

Governor Tommy Thompson

...We all know that a strong and growing economy depends on an educated workforce, and that without a strong and growing economy, the social and political fabric of America — our stability as a nation — is in jeopardy.

Louis Gerstner, Chairman and CEO, IBM

...It would be an abdication of responsibility of our very birthright as Americans if we should fail the next generation and not prepare them to prosper in an era of intense global economic competition.

Governor Bob Miller
National Press Club, Washington, D.C.
March 21, 1996

National Conference Looks At System-Wide Change

Last month the fifth annual National Leadership Conference on Continuous Quality Improvement in Schools brought together educators, business leaders, and representatives of community coalitions. The conference, held in Chantilly, Virginia emphasized how the management and quality improvement techniques that help businesses succeed can be applied to schools. Innovative business-education partnerships were featured that are helping school districts to restructure and improve student performance. Leaders from the Minnesota Partners for Quality Education Initiative, the New Mexico Governor's Business Executive for Education, and the North Carolina Business Committee for Education shared their successful strategies for change. The conference was organized by the American Association of School Administrators Total Quality Network, the Woods Quality Center, and the National Education Quality Deployment Group. For more information on the content presented at the conference, call Helen Schneider at 1-800-375-2550. CU

Special Insert on Family Involvement

Family Involvement Partnership for Learning

National Conference on Family Involvement Highlights Key Issues

U.S. Deputy Secretary of Education Madeleine Kunin was the keynote speaker and lead moderator at a national conference held last month at Teachers College in New York City. "A New Understanding of Parent Involvement: Family-Work-School" was cosponsored by the Family Involvement Partnership for Learning, Teachers College, *Working Mother* magazine and the U.S. Department of Education. The conference brought together parents, students, teachers, administrators, employers, community and religious leaders to discuss good ideas and programs for strengthening family involvement in children's learning. A "Golden Apple" awards breakfast recognized model programs that support family involvement. The award winners included:

- The Winter Indoor Recess Program, New Jersey
- Mattel, Inc.
- Ridgeview, Inc., North Carolina
- BE&K Engineering and Construction Company, Alabama
- The American Business Collaboration for Quality Dependent Care (ABC)
- Family Involvement Programs, Rutgers University, New Jersey
- Travis Middle School, Texas
- Youth Guidance Comer School Development Program, Illinois
- The Allen County, Indiana MegaSkills Program
- The Parents for Educational Excellence Program (ASPIRA), Washington, D.C.
- Project Parents, Inc., Massachusetts

Deputy Secretary Madeleine Kunin was the keynote speaker at a national conference on family involvement in New York City.

New Handbook Supports Parent Involvement

The second edition of *Education Today's Parent Involvement Handbook* offers useful information to parents of children of all ages on a broad range of topics. The practical advice for parents covers acting as a child's first teacher, choosing an appropriate school, determining children's special needs, supporting classroom work with activities at home, educating students for a career, and financing a college education. Prepared by the Educational Publishing Group, Inc., the handbook was recognized as the 1995 EdPress award-winner for distinguished achievement in educational publishing. To purchase the *Parent Involvement Handbook*, call 1-800-927-6006, ext. 127, weekdays between 8:30 a.m. to 5:30 p.m. Eastern time. CU

Regional Event Joins Educators and Religious Leaders

Nearly 300 local leaders from throughout New England joined Education Secretary Richard Riley and Secretary's Regional Representative Brenda Dann-Messier for the first regional event of the Family Involvement Partnership for Learning. The event was held at South Lawrence East School in Lawrence, Massachusetts.

The day opened with an affirmation of the Statement of Common Purpose Among Religious Communities, originally written and signed by 33 religious organizations in December of 1994. Religious leaders from throughout New England signed the statement, which indicates the importance of family involvement in learning and the role of religious organizations in the community to encourage and enable families to fulfill this responsibility. The leaders represented a diverse group of religions and community-based projects sponsored by religious institutions.

Participants in the event included leaders from schools, family organizations, churches, local businesses, and community organizations. Secretary Riley encouraged each of them to help families to be involved in their children's learning. He said the religious community can play a special role to "help parents find the time for reflection and the time for greater involvement in their children's learning."

State breakout sessions were facilitated by both a religious leader and an education leader. Participants discussed the programs already in existence in their states to help families and how they can work together in the future to make these services more accessible.

The United Methodist Church presented Secretary Riley with the first copy of their new publication, *Education, the Gift of Hope*, in which they urge every local church to support schools within their own communities. Local churches, community groups, schools, businesses, and family organizations who would like to join in the national Family Involvement Partnership for Learning can call 1-800-USA-LEARN for a sign-on document. CU

"America Goes Back To School" Will Launch in August

AMERICA GOES BACK TO SCHOOL: GET INVOLVED! is a nationwide effort that encourages Americans to get actively involved in making education better in their communities. In its second year, *America Goes Back To School* gives people the opportunity to make a year-round commitment to improving learning for all children.

The nationwide program is inspired by 30 years of research showing that when family and community members are directly involved in education, results improve in key areas. Children achieve better grades and higher test scores, have higher graduation rates, are more likely to enroll in higher education, and are better behaved.

Last year, hundreds of communities across the country dedicated events to improving local schools. Celebrities, elected officials, athletes, artists, teachers, CEOs, authors, musicians, and astronauts went back to school to share with students how important a good education was to their success.

The fall '96 *Back To School* initiative will be launched in August. U.S. Secretary of Education Richard W. Riley will be joined by parents, educators and more than 260 education, business, community and religious organizations who make up the national Family Involvement Partnership for Learning. Secretary Riley is encouraging all Americans to choose activities that meet the "Eight Challenges to American Education" that he identified in his third annual "State of American Education" address:

- ***Make schools safe and disciplined.***
- ***Support parent and family involvement.***
- ***Encourage reading and make America a literate society.***
- ***Reach for new levels of excellence with high standards and accountability.***
- ***Bring computers into classrooms.***
- ***Prepare young people for careers.***
- ***Make college more accessible.***
- ***Expand public school choice.***

For more information on *America Goes Back To School: Get Involved*, contact your local school or call 1-800-USA-LEARN. CU

Welcome, New Partners!

The national Family Involvement Partnership for Learning welcomes our newest partners:

- *Coconino High School, Arizona*
- *IBM*
- *Windsor Re-4 Family Involvement Vision Team, Colorado*
- *Teachers College, New York*
- *Title I Parent Center, Massachusetts*
- *Birmingham Public Schools, Alabama*
- *Central Holiness Church Center, South Carolina*
- *Mattel, Inc.*
- *Parent Resource Publishing, Inc., New Mexico*

April Town Meeting Shares Practical Advice about Planning for College

A college education is still affordable and attainable," Education Secretary Richard Riley told April's Town Meeting audience. Guest panelists agreed and suggested that planning early, both academically and financially, is the best strategy to help students prepare for college. But even for students and families who haven't planned far in advance, panelists discussed options.

Panelist Paul Beasley, director of TRIO Programs at the University of South Carolina in Columbia, helps disadvantaged students in his community prepare academically for college. Beginning in the sixth grade, students are assisted with planning course work and developing interests and skills. Many communities across the country have TRIO programs.

The importance of parental involvement in encouraging children to attend college was emphasized by Robert Glidden, president of Ohio University in Athens, Ohio. "Parental involvement is part of how students develop their aspirations," Glidden said.

Panelist Joyce Baca Anderson described an innovative school-university partnership that establishes a continuum of learning for children from kindergarten through college. Anderson is an administrator at Pueblo School District Number 60, which works closely with the University of Southern Colorado in the Educational Alliance of Pueblo to help students make a smooth transition into higher education.

Preparing for college financially was another challenge discussed in the Town Meeting. Panelist Belle Wheelan, President of Central Virginia Community College in Lynchburg, informed viewers about the affordability of community colleges, where annual tuition averages $1300 to $1350. She also related that many community colleges have scholarship funds to provide students with financial assistance.

Panelist Lawrence Gladieux, Executive Director of the Washington, D.C., office of the College Board, related that there is a total of $47 billion of aid available to students to help pay college costs. "College is possible, even if a family hasn't saved and planned far ahead," he said.

David Longanecker, the Assistant Secretary at the Education Department who oversees higher education programs, urged students to invest in college, even if they have to borrow funds. "There is no investment a person will ever make that will return as much as the investment in themselves and their education," he said. "We've worked very hard with the federal student loan programs to make sure that they will have repayment terms that are sensitive to the individual needs of the borrower."

(from left to right) David Longanecker, Joyce Baca Anderson, Robert Glidden, Deputy Secretary of Education Madeleine Kunin, Education Secretary Richard Riley, Paul Beasley, Belle Wheelan, and Lawrence Gladieux participated in the April Town Meeting.

Deputy Secretary Kunin also stressed why borrowing should not deter students from pursuing a college education. "It's important to realize that you're going to have more earning power to pay back that loan at the end of your education than you do now," she said. The Deputy Secretary noted that Americans who have a college degree bring home nearly twice the salary, on average, as those with only a high school diploma.

The Education Department has a new publication that contains updated information on college costs, student financial aid, and academic requirements. The 1996-97 edition of "Preparing Your Child For College: A Resource Book for Parents" is available by calling 1-800-USA-LEARN. CU

Community Colleges Hold Summit with Business Leaders

On May 14, community colleges throughout California will take part in a satellite meeting with business leadership to discuss how higher education-business partnerships can keep the state's workforce competitive for the 21st century. Colleges and universities across the United States are invited to participate in this event, the "California 2001 Executive Partnership Summit." Broadcast from Apple Computer headquarters in Cupertino, the summit will discuss how business-education partnerships can help increase worker productivity and economic growth and how technology plays a vital role. Businesses in California depend on community colleges to train and educate a million workers each year. For more information on the summit and how to become a downlink site, call Peter Hoffman at (916) 446-5881 or fax (916) 446-5885. Or go to **http:\\www.cccf.org** on the World Wide Web. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 35

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

175134
Ms. June Smith
Acquisitions Secretary
ERIC/CUE
030 Huntington Hall
Syracuse University, NY 13244

(3210)

Charter Schools Find Their Own Way to Success

As interest grows in the idea of charter schools as an important tool in public school reform, the Education Department is receiving numerous inquiries: what is a charter school?

Although charter schools share some basic features, they embody many different visions of school improvement, unique to each community. Education Secretary Richard Riley has visited numerous charter schools in his travels across the country. "I've seen many different success stories," he said. "Charter schools have the freedom to be innovative, but one important feature they share is how they can become a source of good ideas throughout a district."

A charter school is a public school that is governed by teachers, parents, administrators, or others who want to create and manage a successful public school. The developers of a charter school apply to a public agency — usually a local school board or state board of education — for a charter that provides public funding and a performance contract to run a public school.

Charter schools are free from most education laws and regulations, but are accountable for results. Performance is reviewed after three to five years, and a school remains open only as long as it achieves good results. Charter schools do not charge tuition. They are accountable to public institutions and generally have open admissions policies.

While charter schools vary in size, many are small schools, averaging about 300 students. Charter schools also vary in the focus of their mission. The Accelerated Charter School in south-central Los Angeles emphasizes high expectations for all learners and has raised student scores on a standardized math test substantially over the past year. Honey Creek Community School in Ann Arbor, Michigan, focuses on technology and provides Internet access to all teachers and students. New Visions School in Minneapolis, Minnesota, focuses intensively on reading and is using a Goals 2000 grant to share its successful strategies with teachers in nearby school districts.

Supporters view charter schools as a promising way to raise academic standards, empower educators, involve parents and communities, and expand choice and accountability in public education. One challenge facing charter schools has been a lack of start-up funding. To expand start-up resources, the Department of Education has provided $5.4 million in start-up grants for charter schools in 11 states, and President Clinton has proposed a major expansion of this public charter schools program. For more information on public charter schools, including contacts in your state, call 1-800-USA-LEARN or visit the Department's World Wide Web site at **http://www.ed.gov.** CU

In the last issue of Community Update, we reported that the Senate had passed a bill with a strong bipartisan vote, restoring most of the education cuts in 1996 funding that had been proposed earlier and moving closer to President Clinton's 1996 recommendations. As this edition went to press, it appears that the House has now moved toward the President and the bipartisan coalition in the Senate. In the next issue of Community Update, we plan to give you the details of this agreement so that school districts awaiting this news can finalize their budgets for the coming school year.

Community Update

No. 36, June 1996
U.S. Department of Education

Goals 2000 Reviews Two Years of Progress

On March 31, 1994, when the Goals 2000: Educate America Act was signed into law, President Clinton and Congress made a bipartisan commitment to improve education for all students. After two years of support for promising school reform at the state and local level, a report has been issued summarizing the progress, entitled *Goals 2000: Increasing Student Achievement Through State and Local Initiatives.*

Goals 2000 recognizes that education is a state and local responsibility, making clear distinctions between state and local decision making and the federal supportive role. The design of Goals 2000 allows states to apply for federal grants to create innovative approaches to raise student achievement or build on efforts already in place.

The broad consensus among parents, employers, educators, and state and local leaders that inspired Goals 2000 focuses state and local school reform on challenging students with high academic standards developed by states and local communities. Academic standards describe what every student should know and be able to do by certain grade levels in content areas such as English, math, science, and geography.

Forty-eight states, the District of Columbia, and Puerto Rico received funds in the first year of Goals 2000. The grants stipulated that states design state-wide education improvement strategies and that at least 60 percent of funds would be distributed to local school districts.

States have worked within the framework of raising academic standards to establish their own priorities in their education improvement plans. Texas is awarding Goals 2000 grants to schools that focus on improving reading in the early grades. Schools in Illinois and many other states have been using Goals 2000 funds to train teachers in the use of technology in the classroom and for a wide range of other technology-related purposes. Several states, including Massachusetts, Minnesota, Michigan, and Arizona have used Goals 2000 funds to support public charter schools as a key part of their overall reform efforts.

In Kentucky, Goals 2000 is helping to strengthen parental involvement in education by training teachers to recruit parents as volunteer instructional aides and by reaching out to parents through homework hotlines. Delaware, Nevada, and Vermont have incorporated Goals 2000 funds into their comprehensive plans to implement high academic standards, challenging curricula based on those standards, and new ways to measure student performance. Colorado developed a set of model content standards with input from 14,000 citizens that is serving as a guide to change in local districts, many of which are using Goals 2000 funds to improve schools.

Forty states, the District of Columbia, and Puerto Rico have received second-year Goals 2000 funds. Most of the other states are expected to apply for second-year funds before the June 30 deadline. The law requires that at least 90 percent of second-year Goals 2000 grants will go directly to local school districts and schools.

A recent amendment to Goals 2000 allows districts in states not participating in the program as of October 20, 1995 (Ala., Mont., N.H., Okla., Va.) to apply directly to the Education Secretary for Goals 2000 grants, as long as the state education agency approves. As this edition went to press, local districts in Montana and Oklahoma will be able to take advantage of this provision.

No new federal regulations were issued for Goals 2000. In fact, the Act provided the U.S. Secretary of Education with the authority to waive many federal rules and regulations if they interfered with local or state education reform strategies.

For more information on Goals 2000 or a complete copy of the biennial progress report, call 1-800-USA-LEARN. CU

Special Insert on Family Involvement (See inside)

June Town Meeting To Focus On School Discipline

The June Satellite Town Meeting will discuss how to improve learning opportunities for all students by ensuring that schools are safe and orderly.

Entitled "School Discipline Strategies: Learning in an Orderly Environment" the hour-long Town Meeting will air on Tuesday, June 18 at 8:30 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish.

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will welcome educators and local leaders from around the country who have developed effective strategies to manage classrooms and schools so that teaching and learning can flourish. Discussion topics will include what role parents have in reinforcing appropriate student behavior, what results schools are achieving with discipline strategies such as school uniforms and zero tolerance of undesirable behavior, and what roles businesses and community groups have in contributing to safe and orderly school environments.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, The Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax.

Satellite coordinates are as follows ....

C-Band: Telstar 401, Orbital Location 97 degrees West; Transponder 7; Vertical Polarity; Channel 7; Downlink Frequency 3840 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

Free Materials on Reading Available from ERIC

The ERIC Clearinghouse on Reading, English, and Communication offers parents and teachers free two-page summaries on such topics as:

- Supporting children's literacy development;
- Helping children overcome reading difficulties;
- Using computers for reading and writing instruction; and
- Incorporating phonics in whole language classrooms.

These resources, called ERIC Digests, are highly readable and include practical tips for the classroom and home. They can also serve as effective handouts for parent-teacher meetings and teacher professional development sessions.

Another free resource available from the Clearinghouse is the newsletter, The ERIC Reader. Both the winter and spring 1996 issues were devoted to the issue of underachievement in reading, including strategies and materials for addressing the problem.

In addition to the free publications, the ERIC Clearinghouse on Reading, English, and Communication produces low-cost books, including *Teach a Child to Read, Remedial Reading for Elementary School Children*, and *Critical Thinking, Reading, and Writing*. The Clearinghouse can also assist parents and teachers through a series of seminars and workshops offered through its Family Literacy Center at sites throughout the country. These include "Parents Sharing Books" seminars and workshops such as "Make Parents Your Partners in Literacy." Contact the Clearinghouse to learn more about these offerings.

To order Digests or to receive The ERIC Reader, call 1-800-759-4723 or write to: ERIC Clearinghouse on Reading, English, and Communication, Indiana University, Smith Research Center, 2805 E. 10th Street, Suite 150, Bloomington, Ind., 47408-2698. You may also download selected Digests, The ERIC Reader, and bibliographies on popular literacy topics from the Clearinghouse's Web site at **http://www.indiana.edu/~eric_rec**. More specific literacy questions may be addressed to the AskERIC question and answer service at **askeric@ericir.syr.edu**.

The ERIC Clearinghouse on Reading, English, and Communication is one of 16 subject-area clearinghouses within the Educational Resources Information Center system, sponsored by the Education Department's National Library of Education. CU

Special Insert on Family Involvement

Partnership for Family Involvement in Education

Girl Scouts Promote Reading

Girl Scouts nationwide are actively involved in library and literacy projects in their communities. As part of their "Read to Lead" program, the Girl Scouts are supporting READ*WRITE*NOW, the reading and writing initiative of the Partnership for Family Involvement in Education. In two pilot projects in Kansas City, Mo., and Houston, Texas, the Girl Scouts will serve as reading tutors in the READ*WRITE*NOW program to Title I students. AMC Theaters is also involved in the partnership, providing sites to train the Girl Scouts for their responsibilities and up to 10,000 free movie tickets as incentives to tutors and students who complete the eight-week program.

In addition to the collaboration with READ*WRITE*NOW, the Girl Scouts adopted literacy as the theme for the second annual "Be Your Best Day" on March 12, which coincides with the Girl Scout's national birthday. Here are some of the activities for "Be Your Best Day" that Girl Scout councils reported to *Community Update*.

Kentucky — Girl Scouts in the Kentuckiana Girl Scout Council, which encompasses 50 counties in Kentucky, 5 in Indiana, and 1 in Tennessee, focused their energy on supporting local libraries. The Girl Scouts in Area 9, which covers 4 sections of Louisville, researched the history of African American Girl Scouting in their own community from 1940 to 1996. They sifted through newspaper articles, photographs, and historical records, compiling a volume of archival quality. Upon completion of the project, members of Girl Scout troops 3067, 888, 546, and 832 presented the volume to the Western Branch Library in Louisville, a repository of African American literature and history in Kentucky.

Girl Scouts and their leaders from Area 9 of the Kentuckiana Girl Scout Council created a research volume for the Western Branch Library in Louisville.

Louisiana - Girl Scouts across southeast Louisiana focused on literacy and the right to read with a Girl Scouts' "Be Your Best" book drive. In the council-wide event, Girl Scouts collected new and used books and donated them to local social welfare agencies. Some troops read to younger children or each other, made bookmarks or posters about reading, visited libraries, or developed reading games. The council set a goal of collecting 10,000 books. As of April 1, over 7,500 books had been acquired.

New York — The Girl Scout Council of Nassau County is committed to encouraging literacy for its membership. As part of this effort, "A Literary Tea" was organized. This special event, geared toward younger Daisy and Brownie Girl Scouts, consisted of hands-on reading activities, the chance to meet a published author, and a take-home bag of reading-related items. Approximately 137 girls with 101 adult escorts attended the event. CU

Welcome, New Partners!

The national Partnership for Family Involvement in Education includes over 300 schools, employers, education, parent, community, and religious organizations. We welcome our newest partners:

Amburgey Carrish Construction
Annie Fisher School (Conn.)
Arnold J. Tyler School (Ill.)
Bank of Boston
BE&K, Inc.
Becker School (Mich.)
Beechwoods Elementary School (Ohio)
Bentley College
Blue Cross and Blue Shield of Mass., Inc.
Boston Edison Company
Boston College
Cablevision of Boston
Central Park Elementary School (Ill.)
Chicago Public Schools' 21st Century Community Centers Program (Ill.)
Christian Ott Elementary School (Mo.)
Clarence Randall Elementary School (Mich.)
Colleton Middle Campus A (S.C.)
Community School #53 (N.Y.)
Cornelia F. Bradford P.S. #16 (N.J.)
Costa Mesa Chamber of Commerce
Dickman School (Ill.)
Dresden Elementary School (Ga.)
East Elementary School (Ohio)
Ellen Feickert School (Calif.)
Emerson College
The English High School (Mass.)
Everett School (Ill.)
Fairplain Elementary School (W.Va.)
Falling Spring Elementary School (Va.)
Grove Hill Elementary School (Ala.)
Highland Elementary School (Fla.)
Hop Brook Elementary School (Conn.)
Jefferson Elementary School (N.D.)
Leicester Central School (Vt.)
Lesley College
Lincoln School (Ill.)
Literacy Investment for Tomorrow
Lowell Elementary School (Minn.)
Michie Elementary School (Tenn.)
Monroe Avenue School (Ill.)
Mount Horeb School (N.J.)
Nutter Fort Intermediate Center (W. Va.)
Orange Center Elementary School (Calif.)
Pioneer Elementary School (Colo.)
Pitcairn Elementary School (Pa.)
Ridgeview, Inc.
Robert W. Coleman Elementary School (Md.)
Robert Fulton School (N.J.)
Robert Frost Elementary School (Utah)
Settlement College Readiness Program (N.Y.)
Socrum Elementary School (Fla.)
Tashua School (Conn.)
Texas Instruments, Materials and Controls Group
Valerio Street Elementary (Calif.)
Warner Unified School (Calif.)
West Solomon Valley Schools (Kan.)
Wilmer Elementary School (Texas)
Worthington Elementary School (Md.)
Wright Elementary School (Fla.)

National Cochairs Announced for *AMERICA GOES BACK TO SCHOOL*

U.S. Secretary of Education Richard Riley announced that Mrs. Tipper Gore, wife of Vice President Al Gore; legendary star athlete Bo Jackson; National PTA President Joan Dykstra; and former U.S. Deputy Secretary of Education Ted Sanders, current president of Southern Illinois University, have agreed to cochair the 1996 *AMERICA GOES BACK TO SCHOOL: GET INVOLVED!* initiative. They will direct a national volunteer steering committee made up of approximately 30 leaders of education, business, religious and community organizations.

AMERICA GOES BACK TO SCHOOL: GET INVOLVED! is a nationwide effort that encourages Americans to participate actively in making education better in their communities. In its second year, *AMERICA GOES BACK TO SCHOOL* gives people the opportunity to make a year-round commitment to improving learning for students of all ages.

Every elementary, middle and high school nationwide will receive planning materials for *AMERICA GOES BACK TO SCHOOL* by July 1. Colleges are also invited to participate.

Parents, employers, religious organization members, and community leaders are encouraged to contact local schools to discover ways that they can contribute to improved learning. Schools are encouraged to reach out to parents and community members to invite their support.

Secretary Riley urges people from all walks of life to start planning now to *GET INVOLVED!* this fall and show support for America's schools and colleges. For more information about *AMERICA GOES BACK TO SCHOOL: GET INVOLVED!*, call 1-800-USA-LEARN. Materials will also be available on the Education Department's home page after July 1 at http:\\www.ed.gov. CU

The national Family Involvement Partnership for Learning has changed its name to the Partnership for Family Involvement in Education.

Help Children Discover a Love of Reading, Town Meeting Panelists Urge

The May Satellite Town Meeting discussed how parents, schools, businesses, libraries, and community groups can help students experience the enjoyment of reading and develop lifelong reading habits. Panelists agreed that making reading fun is the engine that drives students to improve their reading skills.

U.S. Secretary of Education Richard Riley spoke of the importance of helping students practice reading during the summer, when a dropoff in skills typically occurs that can impede long-term academic progress. He encouraged support for the READ*WRITE*NOW program, sponsored by the Education Department, businesses and national organizations, as a way of strengthening students' skills.

"I would like to urge parents, grandparents, librarians, teachers, and all concerned citizens to volunteer to help with READ*WRITE*NOW so that we can reach one million children this summer," Riley said. Adults and older teens can participate in the program by reading together with children, tutoring them, and sharing in suggested learning activities. READ*WRITE*NOW provides incentives to reward children for their efforts, including a certificate for free food at Pizza Hut.

Panelists represented the groups who must work together to make students strong readers. Principal John Monfredo from Belmont Street Community School in Worcester, Mass., related how educators can make reading a central part of children's lives. At Belmont, which serves predominantly disadvantaged students, the innovative Books and Beyond program has helped the school achieve dramatic results in reading. Students, parents and teachers have been urged to take part in the "reading culture" the program has created, and an average of 50,000 books are read each year.

Monfredo also inspires children to read with his "principal's challenge" in which he promises to ride an elephant or sit in a dunk tank if students reach school-wide reading goals. "I decided that the best thing to do was to build a desire in children to read," Monfredo said. "We did everything possible to advertise the books."

Panelist Steve Herb, head of the Education Library at Penn State University in University Park, Pa., shared how libraries can help instill a love of reading in children before they start school. "Perhaps the most important thing for a public library is teaching a fondness for books," he said. "A lot of children will learn to read and write very naturally if they just see the value in it. It's so easy to show the value by reading to children and telling stories. And those kids who may not learn to read so easily will know that it's worth the trouble."

(from left to right) Steve Herb, Deputy Secretary Madeleine Kunin, U.S. Secretary of Education Richard Riley, Elaine Thomas, Eunice Ellis, and John Monfredo participated in the May Satellite Town Meeting.

The contribution that businesses can make to reading was exemplified by panelist Eunice Ellis, Director of the BOOK IT! National Reading Incentive Program for Pizza Hut. The BOOK IT! program motivates 22 million elementary school children to read through a unique combination of incentives, including praise, recognition, and pizza. The program is flexible to meet teachers' needs, allowing them to set reading goals for students. "Our goal is to develop lifelong readers," Ellis said.

Panelist Elaine Thomas illustrated the role of community groups in developing literacy. Thomas is the Area 9 Chair of the Kentuckiana Girl Scout Council, supervising troops within several sections of Louisville. The Girl Scouts in Area 9 created a unique project for their local library that had meaning for themselves and their community.

"We found out that the library did not have a history of Girl Scouting in our community for African-American girls," Thomas said. "We set about to create one. The girls, parents, and adult leaders worked to compile documents and photos to compile a reference book which will be given to the library. Other people will be able to check out and read the history of Girl Scouting in Area 9 of Louisville."

At the Town Meeting's close, Deputy Secretary Kunin reviewed how to help students be strong readers: read with children and tell stories; encourage children to read 30 minutes a day; get library cards for children; keep books and reading materials in the house; encourage children to learn new vocabulary; make reading fun with special activities and rewards; and involve families, schools, businesses, libraries, and the entire community in literacy efforts.

To enroll in READ*WRITE*NOW, call 1-800-USA-LEARN. You can also obtain a kit from the Education Department's on-line library at http://www.ed.gov.

To sign up for Pizza Hut's BOOK IT! program, call 1-800-4-BOOK-IT. For more information on libraries and reading, contact the Association for Library Service to Children, a division of the American Library Association. Call 1-800-545-2433, extension 2163. CU

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 36

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Bipartisan Agreement Protects 1996 Education Budget

President Clinton has signed into law a budget agreement with Congress that restores most of the education cuts in 1996 funding that Congress had proposed earlier. U.S. Secretary of Education Richard Riley praised the budget agreement, which moved closer to the President's recommendation and passed by a wide bipartisan margin in Congress, as "an important victory for parents, students, teachers, and every American working to improve education and educational opportunities."

The budget agreement ends months of uncertainty to fund education programs for fiscal year 1996 (which ends September 30). Major programs such as Safe and Drug-Free Schools and Title I will be funded at or slightly above 1995 levels. Goals 2000, which was threatened with elimination by the House, will be funded at 94 percent of the 1995 level. As this edition went to press, Congress has already begun to consider the 1997 budget for education.

The chart below compares the funding levels for major education programs in the 1995 appropriation, the 1996 appropriation, and the President's request for the 1997 budget. CU

Investing in the Basics of Better Education (in thousands of dollars)

Major Education Programs	FY 1995 Appropriation	FY 1996 Appropriation	President's Request FY 1997
Raise Standards of Achievement: Goals 2000	**371,870**	350,000	**491,000**
Reading and Math Help: Title I	**6,698,416**	6,730,348	**7,165,000**
Safe and Drug-Free Schools	**465,981**	465,981	**540,000**
Bring Computers into Classrooms	**22,500**	48,000	**325,000**
Special ED: Helping Children with Disabilities	**2,322,915**	2,323,837	**2,603,247**
Help Youth Move from School to Careers	**122,500**	180,000	**200,000**
Expand Public School Choice: Charter Schools	**6,000**	18,000	**40,000**

Community Update
Assistant Secretary
Senior Director
Editor
Designer

Community Update

No. 37, July 1996
U.S. Department of Education

President Clinton Honors Award-Winning Schools

Editor's note: Each year the Education Department recognizes some of the nation's most successful public and private schools as "Blue Ribbon Schools," selecting among elementary and secondary schools in alternate years. This year U.S. Secretary of Education Richard Riley named 266 secondary schools from 40 states and the District of Columbia as award winners. The schools demonstrated excellence in teaching and instruction, student achievement, leadership, and parental involvement. President Clinton spoke at a ceremony honoring the Blue Ribbon Schools on May 29 in Washington, D.C. The following are excerpts from his remarks:

This ceremony is honoring not just a single student, or even a single teacher, but entire schools and the communities that sustain them. The Blue Ribbon Awards are rooted in the belief that schools work only if everyone does his or her part — if principals set high standards, if teachers teach well, if students work and learn, and if parents and other community leaders stay involved and stay supportive.

You know, I've had the chance, as I've said, to be in a lot of different schools — elementary, middle and high schools all across the country; public schools, parochial schools. I have seen in all the schools that really work, clearly, one uniform characteristic. ... Every one of them had high standards and high expectations. They actually believed that students could learn and that they would learn if given the right kind of standards, the right kind of support, the right kind of environment.

I told the country's governors at their Education Summit in March that we have to have those kinds of expectations for all of our students. And somehow we have to make sure that they have those expectations of themselves. We have to make every child in this country believe in himself or herself — believe they can learn difficult things. We have to hold them accountable, but we also need to reward them and pat them on the back when they do well.

Special Insert on Family Involvement *(See inside)*

... Nothing is as important as preparing the American people and our young people for the 21st century world in which they will live. And

President Clinton spoke to representatives from this year's Blue Ribbon Schools in Washington, D.C.

that means they have to not only learn things today, but be able to learn for a lifetime.

As long as we have a well-educated citizenry, as long as we have people who can learn whatever they need to learn whenever they need to learn it, and who understand that this is related to the work of citizenship, this country will do just fine. If you succeed, America succeeds. That is the ultimate lesson of today. CU

July Town Meeting Will Look At Enabling Girls to Achieve

The July Satellite Town Meeting will explore how we can create learning environments where both girls and boys can achieve to their full potential.

Entitled "Women and Girls in Education: What's Working in Schools and Communities," the hour-long Town Meeting will air on Tuesday, July 16 at 8:30 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish.

U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will welcome educators and local leaders from around the country who will offer successful strategies for ensuring that girls have equal educational opportunities. Discussion topics will include what kinds of barriers in the classroom discourage girls from achieving to their full potential; what can be done to encourage girls to pursue math and science, fields where they are traditionally underrepresented; and what role families, schools, employers, and community groups have in helping girls develop their full educational potential.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, The Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax.

Satellite coordinates are as follows ....

C-Band: Telstar 401, Orbital Location 97 degrees West; Transponder 7; Vertical Polarity; Channel 7; Downlink Frequency 3840 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

Partnership Encourages Children's Workplace Skills

Chrysler Corporation joined with the American Federation of Teachers, The Association of Supervision and Curriculum Development, and Scholastic, Inc. in a national effort to help parents and teachers develop children's workplace skills. The "Learning Together" program provided ideas for hands-on activities that could be incorporated easily into the school curriculum or at home. The ideas were communicated in two series of 8-page guides that were sent to 600,000 K-3 teachers across the country and to approximately 13 million families with children ages 5-8.

Suggestions in the teacher guides included turning a typical classroom conflict between students into an opportunity for learning. The class would be asked to identify the problem, summarize different points of view, brainstorm possible solutions, and decide on a resolution. Teachers were also provided with a pyramid of workplace skills to use as a guideline in planning other learning activities, including communicating, problem-solving, working with others, finding information and applying technology.

The family guides explored how parents can help encourage strong work habits such as completion of tasks and cooperating with others. Ideas that could be integrated easily into family life included building communication skills by asking for more description from a child about his/her school day. Giving children more responsibility for the tasks that sustain the family was also suggested.

The culmination of the Learning Together program was the celebration of National Family Learning Days from May 3-5. U.S. Deputy Secretary of Education Madeleine Kunin spoke at the kick-off event in Detroit, Mich., where the key role of families in children's learning was emphasized. Shawntel Smith, the reigning Miss America, also participated in the event; she has been named America's school-to-work ambassador by Education Secretary Richard Riley and Labor Secretary Robert Reich. Nearly 100 children's museums across the country celebrated National Family Learning Days by offering special discounts to families.

Chrysler's Chairman and CEO, Robert Eaton, explained why his corporation sponsored the Learning Together program and National Family Learning Days. "Today, America needs people who can learn quickly, think logically, and work creatively with others. To them will go the good jobs, and on their shoulders will rest the future of the country." CU

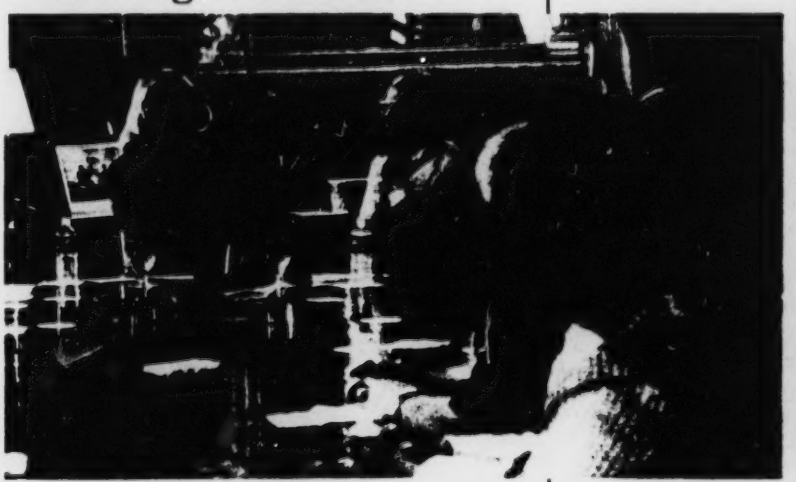
Partnership for Family Involvement in Education

Secretary Riley Welcomes Leaders to *"America Goes Back to School: Get Involved!"* Steering Committee

U. S. Secretary of Education Richard W. Riley announced that 40 parent, education, business, religious, and community leaders from across the nation have volunteered to serve on the steering committee for the 1996 ***"America Goes Back to School: Get Involved!"*** initiative. *America Goes Back to School* is a nationwide effort that encourages all Americans to participate actively in improving education in their communities.

Secretary Riley and steering committee members will be joined by national co-chairs Tipper Gore, wife of the Vice President and a lifelong child advocate; Bo Jackson, star athlete and actor; Joan Dykstra, National PTA President; and Ted Sanders, President of Southern Illinois University. Steering Committee members include:

Marilyn Akin, *National Coalition of Title I/Chapter I Parents*
Gordon Ambach, *Council of Chief State School Officers*
Gregory L. Anderegg, *SC Johnson Wax*
Dr. Scott W. Bean, *Utah State Office of Education*
Lisa Belzberg, *Public Education Needs Civic Involvement in Learning (PENCIL)*
Ronald Blackburn-Moreno, *ASPIRA Assoc., Inc.*
Dr. Jennifer Blitz, *The Chicago Academy of Sciences*
Dr. Karen A. Bowyer, *Dyersburg State Community College, Tenn.*
Dr. Anne L. Bryant, *National School Boards Assoc.*
Maria A. Casillas, *Los Angeles Annenberg Metropolitan Project (LAAMP)*
Gloria De Necochea, *Mattel Foundation*
Timothy Dyer, *Nat'l Assoc. of Secondary School Principals*
Sue Ferguson, *National Coalition for Parent Involvement in Education*
Keith Geiger, *National Education Assoc.*
David Hottenstein, *Hatboro-Horsham Senior High School, Pa.*
Paul Houston, *American Assoc. of School Administrators*
Anne Jolly, *Alabama State Teacher Forum*
Carole Kennedy, *New Haven Accelerated School, Mo.*
Reverend Archie LeMone, *Progressive Nat'l Baptist Convention, Inc.*



J. Randall MacDonald, *GTE Corporation*
Dr. John J. Mahlmann, *Music Educators Nat'l Conference*
Valsin A. Marmillion, *Pacific Visions Communications*
Joseph McTighe, *Council for American Private Education*
Frank R. Miracola, *Armada Elementary School, Mich.*
Richard F. Odell, *Interlochen Center for the Arts*
Hugh B. Price, *National Urban League, Inc.*
Samuel G. Sava, *Nat'l Assoc. of Elementary School Principals*
Jack R. Sawka, *Telephone Pioneers of America*
Albert Shanker, *American Federation of Teachers*
Sister Mary Angela Shaughnessy, *Spalding Univ.*
Jean Margaret Smith, *Nickelodeon*
Patricia McGill Smith, *Nat'l Parent Network on Disabilities*
Roxanne Spillett, *Boys & Girls Clubs of America*
Catherine Stark-Corn, *Squash It!*
Eileen Sweeney, *United Airlines*
Dr. Donald R. Thompson, *American Assoc. of School Administrators*
Dr. Michael D. Usdan, *Institute for Educational Leadership*
Carolyn Warner, *United Methodist Foundation*
Iris Williams, *Florida Commission on Community Service/ AmeriCorps Florida* CU

Members of the America Goes Back to School *Steering Committee recently met with Tipper Gore (far left) and Education Secretary Richard Riley (center).*

Religious Groups Get Involved in Learning

Religious groups have supported the Partnership for Family Involvement in Education since it began in 1994. The leaders of religious communities, representing more than 75 percent of religiously affiliated Americans, wrote a Statement of Common Purpose to describe the essential role of religious communities in encouraging families to be involved in their children's education. This Statement of Common Purpose was signed in a ceremony with Education Secretary Richard Riley and Deputy Secretary Kunin in December of 1994.

Since the Statement of Common Purpose was signed, religious communities have stepped forward to turn their words into action. One of the most universally embraced programs by the religious members of the Partnership has been the national initiative for reading and writing, READ*WRITE*NOW. B'nai B'rith Youth Organization has actively supported the use of READ*WRChristian Brothers Conference and the Jesuit Secondary Education Association have agreed to make READ*WRITE*NOW one of the service projects that their high school students perform during the school year.

Many retired Catholic sisters are tutoring disadvantaged children this summer using the READ*WRITE*NOW program. The Church of God in Christ and the Rabbinical Assembly are also working to engage their members in READ*WRITE*NOW activities. Finally, the National Council of Churches is sponsoring a workshop in the fall for a wide variety of church and family leaders that will include the READ*WRITE*NOW program.

The leaders of many other religious organizations are also supporting activities of the Partnership for Family Involvement in Education. Several elders of the Church of Jesus Christ of the Latter Day Saints have met with Secretary Riley to discuss ways that their church members can use their many programs supporting family involvement in learning to reach out to their local communities. The Progressive National Baptist Church is signing on local congregations to the Partnership and sponsoring a fall event for the *America Goes Back to School: Get Involved!* initiative (see p. 3). The United Methodist Church recently released a report, *Education: The Gift of Hope*, in which local churches are challenged to be involved in education within their local communities.

Because of their historical commitment to families and their leadership position in the community, religious groups play an important role in the Partnership for Family Involvement in Education. CU

National Participation Grows in READ*WRITE*NOW!

The READ*WRITE*NOW! national reading and writing program, now in its second summer, anticipates reaching one million children before school resumes in the fall. The program challenges students to practice their reading and writing skills over the summer, a time when many students lose progress they have made during the school year. Students are asked to read daily, set summer reading goals, and complete learning activities with an adult or older teen reading partner. READ*WRITE*NOW! provides kits for participants that include an activity book, bookmarks, a certificate, and a coupon for free food at Pizza Hut.

Many organizations are coordinating efforts to bring together children of all ages and backgrounds to help each other improve their reading and writing skills. The Girl Scouts of the U.S.A., Title I educators, the Kansas City School District, and American Multi-Cinema, Inc. (AMC) have collaborated on a plan to provide Title I students in Kansas City, Mo. with learning partners. Seventy-five Girl Scouts received training on how to be reading tutors, incorporating READ*WRITE*NOW and other activities that facilitate language arts learning. After the initial training sessions, the Girl Scouts will pass on their knowledge to others who will become learning partners for younger children.

Many local and national groups have requested materials and guidance to supplement already existing programs or to start new programs focusing on literacy and the intergenerational one-on-one reading the program encourages. To support these efforts, READ*WRITE*NOW! kits were mailed to every public library in the nation.

To find out more about READ*WRITE*NOW!, or to obtain a kit, call 1-800-USA-LEARN. CU

Good Behavior Can Be Taught, Town Meeting Audience Learns

The guest panelists in the June Satellite Town Meeting agreed that school discipline is a more serious problem today than in times past, but they also emphasized that students can learn responsible behavior with proper support from parents, educators, and the community.

Special guest Dr. James Comer of Yale University, a leading expert on school reform and children's learning, established the connection between discipline and student achievement. "When young people are developing well, they will learn. Therefore it is necessary to pay attention to creating a climate that allows all the adults in the environment to support the development of young people."

Dr. Comer, the Maurice Falk Professor of Child Psychiatry and Associate Dean of Yale Medical School, created the School Development Program, which has improved academic performance and student behavior in 600 school sites nationwide. The program actively involves parents in guiding school decisions and setting goals for students.

Reports on two model schools also demonstrated the principle that good behavior can be taught. At Limerick Avenue School in Canoga Park, Calif., the message of positive student behavior is communicated before every student assembly, on bulletin boards in every classroom, on murals in the hallways, and through a special character education program.

At Ruffner Middle School in Norfolk, Va., mandatory school uniforms have been part of a program to dramatically improve discipline and student achievement. The decision to adopt uniforms was made after extensive consultations with parents, school staff, and students themselves.

Guest panelist Pamela Riddick, principal at Ruffner School, reported that the number of classroom disruptions dropped by 50 percent in the first year of the school uniform policy. School staff, who also voted to adhere to a dress code, consistently enforced Ruffner's discipline code. "We established a no-nonsense approach to what we expect from children, and a high standard of expectation that is not negotiable," Riddick said. "As a result, children began to view themselves as having an opportunity to be successful."

A telephone call to the program from Oscar Sierra of Los Angeles, Calif. exemplified the kind of positive changes that students can make with the proper support. After participating in an arts program called Living Literature Colors United, Sierra, a former gang member, returned to school, was elected student body president, and completed his studies. "The arts are often a way to reach young people who otherwise might not get engaged," Deputy Secretary Kunin said.

(from left to right) Ruben Zacarias, Gerry Tirozzi, Pamela Riddick, Education Secretary Richard Riley, James Comer, Deputy Secretary Kunin, Rosemary Lynch, and John McLees participated in the June Town Meeting.

The role that school security officers can play in contributing to safe and orderly schools was described by panelist John McLees, the Executive Director for School Safety in the Philadelphia, Pa. school district. He supervises nearly 300 school police officers stationed at local schools. "Every one of our officers act as positive role models for the children. They're there to talk to the kids. And the kids come to confide in them. If our officers can't come up with the proper response, we reach out to the school support team."

The perspective of parents was represented by Rosemary Lynch, First Vice President of the Fairfax County Council of PTA's in Fairfax, Va. When youth violence became a problem in the community, Lynch and other parents secured a grant from the Department of Education to implement a conflict resolution program for students, teachers, and parents. "Parents are a very important part of the solution," Lynch said.

Guest panelist Ruben Zacarias, Deputy Superintendent of the Los Angeles School District, also recognized the important role of parents and the community. "School discipline is a collective responsibility," he said.

Education Secretary Richard Riley summarized the consensus reached during the Town Meeting. "Prevention is the important thing that all of us ought to be working on day by day. That's what works."

The Education Department has a packet of materials to support school discipline programs, including a manual on school uniforms. To request the materials, call the Safe and Drug-Free Schools Clearinghouse at 1-800-624-0100. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 37

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

Debate Starts in Congress Over 1997 Education Budget

After months of uncertainty for schools ended with a bipartisan agreement for the 1996 education budget that satisfied President Clinton and passed by a wide bipartisan margin in Congress, a House subcommittee on education has taken action to renew the national debate over investing in education. The Labor, Health, & Human Services and Education Subcommittee of the House Appropriations Committee voted to cut President Clinton's 1997 education budget request by $2.8 billion.

As this edition went to press, U.S. Secretary of Eduation Richard Riley urged House members to protect the nation's investment in education and support the president's full request for 1997. "More students than ever before will be in our nation's classrooms this fall — nearly 52 million. We need a budget that is in touch with the future needs of this country and the growing educational needs of our students," Secretary Riley said.

The chart below compares the funding levels for major education programs in the House subcommittee bill and President Clinton's 1997 budget request, and also shows the difference between what Congress and the president have proposed. CU

Comparing Investment in Education (in thousands of dollars)

Major Education Programs	President's Request FY 1997	House Subcommittee Bill FY 1997	Difference
Raise Standards of Achievement: Goals 2000	191,000	ELIMINATED	191,000
Improving the Basics: Title I	7,165,000	6,730,348	434,652
Safe and Drug-Free Schools	540,000	440,978	99,022
Strengthening Teacher Skills: Professional Development	610,000	ELIMINATED	610,000
Bring Computers Into Classrooms	325,000	48,000	277,000
Gifted and Talented Education	10,000	3,000	7,000
Vocational Education	1,100,000	972,750	127,250

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIA MORENO

Senior Director
JOHN E. GRANT

Editor
JOY BELL

Designer
BARBARA JULIUS

Community Update

No. 38, August 1996
U.S. Department of Education

Secretary Riley Urges Americans To Get Involved in Education

Editor's Note: The following letter from U.S. Secretary of Education Richard Riley urges all concerned citizens to get involved with improving their local schools. The Secretary's America Goes Back To School: Get Involved! *program is supported by the more than 700 family, education, business, religious, and community groups in the Partnership for Family Involvement in Education. The national cochairs of* America Goes Back To School *are Joan Dykstra, National PTA President; Tipper Gore, wife of the Vice President and a lifelong child advocate; Bo Jackson, actor/ businessman and Heisman Trophy winner; and Ted Sanders, President of Southern Illinois University.*

If you're at all like me, you were both heartened and dismayed by results of some national surveys conducted earlier this year confirming that Americans believe our number one priority should be educating our nation's children. I was heartened to know that people are finally putting education at the top of their priority lists; dismayed that some think our public schools are not up to the challenge.

With your involvement and leadership, we are up to the challenge. I would suggest that there is no better time than the beginning of this new school year for family and community members to step forward and volunteer to work with administrators and teachers to improve learning for our communities' children.

This month, every school in America will receive a packet of information about a nationwide initiative called *America Goes Back To School: Get Involved!* which encourages schools, families and community members to work together to make education better in their communities. In its second year, *America Goes Back To School* gives people the opportunity to get involved at the beginning of the school year and continue with a year-long commitment.

Thirty years of research shows that when family and community members are directly involved in education, children achieve better grades and higher test scores, have much higher reading comprehension, graduate at higher rates, are more likely to enroll in higher education, and are better behaved.

America Goes Back To School: Get Involved! encourages parents, grandparents, community leaders, employers and employees, members of the arts and scientific communities, students, religious leaders, lay people, and every caring citizen to work together with schools and colleges to make education better and support learning in- and outside the schools. Participants are asked to support activities that meet the "Challenges to American Education" that I identified in my third annual "State of American Education" address: 1) Make schools safe and disciplined, a precondition for learning; 2) Encourage parent and family involvement; 3) Make America a reading, literate society; 4) Reach for new levels of excellence: achieve high standards and real accountability; 5) Make computers available so all students will succeed in the 21st century; 6) Prepare young people for careers: a strong transition from school to work; and 7) Make college more accessible: keep the promise of the American dream.

Last year, parents, celebrities, elected officials, athletes, artists, teachers, CEOs, authors, musicians, and astronauts went back to school to share their knowledge and skills and emphasize how important a good education was to their success.

As a new school year begins, I encourage you to volunteer and help organize the many resources in your community to make learning the number one priority. Rally around your schools and colleges and support their endeavors to prepare America's students for the 21st century. Not only will our young people win, but so will your community.

For more information about America Goes Back To School: Get Involved, *see the insert page. To receive a free activity kit, call 1-800-USA-LEARN.* CU

Special Insert on Family Involvement *(See inside)*

Schools Face Budget Cuts Amid Rising Enrollments

Across the country, schools are preparing to accommodate nearly 52 million students, the highest enrollment ever in our nation's history. The influx of new students in almost every state will be a defining feature of American education over the next ten years.

President Clinton's 1997 budget request responds to this record-setting enrollment with increased investment in education within the framework of a plan to balance the federal budget. The U.S. House of Representatives recently voted to cut President Clinton's 1997 budget request for education by $2.8 billion.

U.S. Secretary of Education Richard Riley urged Congress to reconsider its proposal. "Our students deserve to benefit from safe, drug-free, and disciplined classrooms; extra help to learn the basics; higher academic standards; well-prepared teachers; and access to modern technology. These would be threatened by the House cuts."

The chart below shows projected student enrollment increases for each state and the net loss in funding that each state would incur if education programs are funded at the levels proposed by the U.S. House of Representatives instead of the levels proposed by President Clinton. CU

Rising Student Enrollments and Net Loss in Funding Based on U.S. House Plan

State	Enrollment Increase, 1995-97	Loss of Funds (in millions)	State	Enrollment Increase, 1995-97	Loss of Funds (in millions)
Alabama	19,000	47	Montana	1,000	11
Alaska	7,000	9	Nebraska	4,000	14
Arizona	43,000	45	Nevada	19,000	10
Arkansas	5,000	28	New Hampshire	4,000	10
California	350,000	328	New Mexico	14,000	23
Colorado	28,000	31	New York	78,000	251
Connecticut	13,000	21	New Jersey	56,000	56
Delaware	9,000	9	North Dakota	-1,000	11
District of Columbia	-3,000	9	North Carolina	48,000	53
Florida	106,000	111	Ohio	25,000	112
Georgia	50,000	64	Oklahoma	7,000	35
Hawaii	9,000	9	Oregon	20,000	26
Idaho	5,000	12	Pennsylvania	39,000	110
Illinois	52,000	126	Rhode Island	4,000	11
Indiana	19,000	44	South Dakota	3,000	11
Iowa	3,000	23	South Carolina	18,000	35
Kansas	7,000	22	Tennessee	24,000	46
Kentucky	4,000	44	Texas	114,000	220
Louisiana	0	71	Utah	7,000	19
Maine	-1,000	10	Vermont	1,000	9
Maryland	41,000	38	Virginia	49,000	47
Massachusetts	28,000	48	Washington	51,000	42
Michigan	29,000	106	West Virginia	-2,000	22
Minnesota	13,000	36	Wisconsin	17,000	44
Mississippi	2,000	46	Wyoming	0	9
Missouri	11,000	47			

BEST COPY AVAILABLE

Partnership for Family Involvement in Education

Back To School Events Planned Nationwide

- Led by the Chicago Academy of Sciences, a steering committee of businesses and community and school groups will begin a year-long series of events to promote family and community involvement in education. Adopting a different theme each month, the committee will host activities such as Parent Science Fair Workshops, College Nights, an Adopt-A-Senior Program, a Take Your Community to Work Day, and a Spring Clean-up effort.
- During the month of September, passengers on United Airlines will view a video showing examples of how employers and all caring citizens can support improved learning in their local schools. As a member of both the *Employer's Promise* and the *America Goes Back To School: Get Involved!* steering committees, United will show the video as a way of encouraging people from all walks of life to make a commitment to support children's learning and increase family involvement in education.
- The Family, School & Community Partnership in Indiana is involving ten schools in an action research project called Partners for Parent Leadership. The Partnership will support parents who are designing school-wide projects to improve children's learning. It will also involve pre-service teachers so that they view parents as capable partners in the education of their children.
- Emphasizing the need for religious communities to support children's learning, the United Methodist Church recently released a report, *Education: The Gift of Hope*. In this report, sent to 40,000 churches across the country, the Church challenges local churches to become involved in and support education within their local communities.
- The Educational Publishing Group, a Partnership for Family Involvement in Education member, is launching the Family Education Network on September 10th as an *America Goes Back to School* event. The Family Education Network is the only education-based family online service that combines both online and traditional media to provide a wide range of information and activities for parents and children. The network gives parents the tools needed to become more active in the education of their children. The address is www.families.com.
- Mount Horeb School in Warren, N.J., is implementing a year-long program called "Students-Senior Connection" where senior citizens work with students in classrooms on related activities. The school is also beginning a program called "EPIC" in which the school sponsors speakers on parenting skills and other related topics. The talks will be held during evenings throughout the school year and will be open to the entire community. CU

Last year, Spafford Elementary School in Flandreau, S.D. held America Goes Back to School events during their Native American Week with a variety of cultural activities.

AMERICA GOES BACK TO SCHOOL: GET INVOLVED!

Secretary of Education Richard W. Riley and the Partnership for Family Involvement in Education invite you and your organization to play a leading role in the ***"America Goes Back to School: Get Involved!"*** initiative. This effort focuses attention on improving education across America during the back-to-school time of August through October. The initiative is sponsored by the U. S. Department of Education; the over 700 family, education, employer, religious, and community group members of the Partnership for Family Involvement in Education; and the America Goes Back to School Steering Committee, including co-chairs Tipper Gore; Bo Jackson; Joan Dykstra, National PTA President; and Ted Sanders, President of Southern Illinois University.

America Goes Back to School: Get Involved! encourages parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult to play a more active role in improving education in their communities.

Specifically, it will focus on the following issues, which the American people have said their schools should address:

- Making schools safe, disciplined and drug-free: A precondition for learning
- Encouraging parental and family involvement
- Helping America become a reading, literate society
- Reaching for new levels of excellence: Achieve high standards and real accountability
- Making technology available so all children will succeed in the 21st century
- Preparing young people for careers: A strong transition from school to work
- Making college more accessible: Keep the promise of the American dream

We invite you to choose one or several of these issues to highlight in your community. You can work with your local schools, colleges, and community, religious, and employer groups to plan activities that will focus on one or more of these areas.

Back-to-school materials are available and will be mailed to every principal in the country. To receive your own copy, call 1-800-USA-LEARN. These materials contain numerous suggested activities for families, schools, colleges, businesses, religious and community groups, as well as a colorful collage poster featuring children's artwork that has won awards in National PTA competitions.

Last year, thousands of individuals went back to school across the country. This year, we want to encourage even more Americans to join us and ***Get Involved!*** in their local schools.

"America Goes Back to School: Get Involved!" is endorsed by the National Association of Elementary School Principals, the National Association of Secondary School Principals, the Council of Chief State School Officers, the Council for American Private Education, the American Association of School Administrators, the National Coalition for Parent Involvement in Education, the National PTA, the National Coalition of Title I/Chapter 1 Parents, the National Education Association, the National School Boards Association, and the American Federation of Teachers.

Come on, America...let's go ***Back to School!*** CU

If you already have an America Goes Back to School event planned, contact us so we can tell others about your activities. Send your name, or the name of your school, organization or employer, an address and contact name, phone and fax numbers, e-mail address, and a description of your event or activity. Be sure to include the date(s), location and list of participants. Send the information to: Jennifer Ballen, U.S. Department of Education, 600 Independence Ave. S.W., Room 2200, Washington, D.C., 20202. Fax events to (202) 401-3130 or E-mail: agbts@ed.gov.

Expect Success of Girls and Boys, Town Meeting Participants Urge

The key to helping girls and boys achieve is having high expectations for their success, July's Town Meeting participants agreed. The program focused on encouraging girls to excel in math, science, and technology, fields where job opportunities are growing the fastest.

In a taped opening message to the program, First Lady Hillary Rodham Clinton said, "...It is incumbent upon us to provide all our children — boys and girls — with the knowledge and skills they need to lead our country into the 21st century." U.S. Secretary of Education Richard Riley echoed this theme, "We're entering a new economic age, a high-tech age with intense global competition, and we don't have a person to waste."

The important role that the business community can play in strengthening educational opportunities for children was recognized by several panelists. "There are many ways that the corporate sector can be involved in supporting programs — not just in funding them directly, but providing meeting space and having employee volunteers attend your schools and give presentations on the huge range of jobs in any company," said Gloria De Necochea, Manager of the Mattel Foundation.

To reinforce students' belief in themselves, the role of parents and caring adults was discussed as critical. "The input of parents cannot be underestimated," said Wendy Hilliard, President of the Women's Sports Foundation, "and having that belief of the important teacher, coach, or administrator to keep you going."

Other guest panelists included Melanie DewBerry, Director of Programs for Girls Incorporated in San Leandro, Calif.; Skip Fennel, a professor of mathematics at Western College in Westminister, Md.; and Judy Horan, Assistant Principal at Norco Intermediate School in Corona, Calif.

In her closing remarks, Deputy Secretary Kunin, who has been appointed as U.S. Ambassador to Switzerland reflected on her service as Deputy Secretary. She related the excitement she has felt when visiting schools where the belief that all children can learn has helped students overcome barriers such as poverty and excel in learning. "Our greatest challenge is to make sure that every teacher and parent in this country gives children that kind of encouragement so that we can have excellence of opportunity for all of our children," Deputy Secretary Kunin said.

The Education Department has a packet of materials with useful tips for enhancing educational opportunities for girls, as well as information on other resources to support these efforts. To request the materials, call 1-800-USA-LEARN.

September 17 Satellite Town Meeting Kicks Off 1996-97 Season

With a special "Back to School" program, the September Town Meeting will air live on Tuesday, September 17 from 8:00 p.m. to 9:00 p.m. Eastern time. The Town Meeting will focus on how to get the entire community actively involved in improving local schools. Please note that the new broadcast time at 8:00 p.m. will remain throughout the 1996-97 season. Call 1-800-USA-LEARN for information on satellite coordinates. GU

Memorial Ceremony Honors Terrel Bell

A special ceremony was held at the U.S. Department of Education last month in memory of Terrel H. Bell, who served as Education Secretary from 1981 through 1984. Terrel Bell issued "A Nation at Risk," the report that inspired a national commitment to excellence in American education. U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin attended the memorial ceremony along with other leaders including U.S. Senators Orrin Hatch (R-Utah) and Paul Simon (D-Ill.). Below are some of their remarks:

"Terrel Bell's boldness and leadership inspired millions of Americans in thousands of communities to take part in a great national movement to make their schools better and provide a quality education to every child."

U.S. Secretary of Education Richard Riley

"He is one of our nation's greatest examples in the course of the past four decades of striving to put support for education on everyone's agenda — on a bipartisan agenda."

Gordon Ambach, Executive Director, Council for Chief State School Officers

"...A committed educator, who no matter what his status or responsibility, saw his ultimate purpose as the improvement of education for all of America's children."

Milt Goldberg, Senior Vice President of Education, National Alliance of Business

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 38

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

175134
Ms. June Smith
Acquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Feinstein Foundation Involves Students in Community Service

Volunteering to serve the community is a vital learning experience in good citizenship, and, as recent studies show, an enhancement to overall academic performance. For all students, whether or not they are college-bound, community service cultivates leadership ability, self-confidence, and critical thinking. Corporate executives say the qualities they want in a productive worker mirror aspects of good citizenship: initiative, teamwork, and problem-solving skills.

The Feinstein Foundation, headquartered in Cranston, R.I., provides a wealth of opportunities for students from elementary school through the university level to get involved in community service. Developed by business leader and philanthropist Alan Shawn Feinstein, the programs reach students throughout Rhode Island and nationwide.

More than 70,000 elementary school students in Rhode Island participate in the "I Can Make A Difference" program. Students are provided with activity journals where they explore the theme of helping others and record their good deeds. The program is reinforced in each school through children's theater productions, performances by folk singers, instructional guides, and videos. The "I Can Make A Difference" program is being disseminated nationally at the fifth grade level.

The Youth Hunger Brigade Project for junior high students has also been disseminated nationally and has been implemented at 68 public and private middle schools in Rhode Island. Students research the causes of hunger and take action to address the problem in their own communities. A curriculum guide, developed at the Feinstein World Hunger Program at Brown University, is provided to all participating schools, and grants are awarded for outstanding community projects.

Opportunities for high school students include the Louis Feinstein-Horatio Alger Association Humanitarian Award. In each state and the District of Columbia, one outstanding high school junior is recognized for exemplary community service and awarded a $5000 savings bond. The Louis Feinstein Memorial Scholarship Fund provides scholarships of $10,000 to high school students who have demonstrated high scholastic achievement and a commitment to community service. At a school-wide level, 43 public and private high schools in Rhode Island have received grants of between $20,000 and $25,000 to establish community service learning programs as part of the curriculum. Eighteen of these schools were awarded additional $25,000 grants to set up a student-run philanthropy program where students review requests from community agencies and award grants.

At the college level, an innovative bachelor's degree program in public/community service studies was established at Providence College through a $5 million grant from the Feinstein Foundation. The Enriching America Program has awarded grants of $1 million each to four Rhode Island postsecondary institutions: Johnson and Wales, the New England Institute of Technology, Salve Regina, and the University of Rhode Island. At these schools, students are required to complete a course in community service in order to graduate.

For more information about the community service programs of the Feinstein Foundation, write: The Feinstein Foundation, 37 Alhambra Circle, Cranston, R.I., 02905. CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary

Senior Director

Editor

Designer

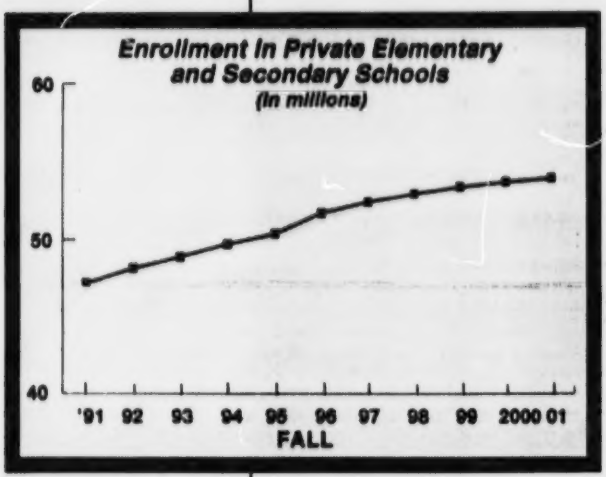
Community Update

No. 39, September 1996
U.S. Department of Education

"Baby Boom Echo" Heightens Need for Education Action

The nation's public and private elementary and secondary schools will enroll more students this fall than ever, and student enrollments will continue to rise annually for the next decade, according to a special back-to-school report released by U.S. Secretary of Education Richard Riley.

Emphasizing that this pool of students represents America's future leaders and the workforce who will support the retirees of the baby boom generation, Secretary Riley heightened the call for investment in education and active participation in local schools.



"If we rise to the occasion, by providing all students with the skills and knowledge demanded by the jobs of the next century, we can expect rising incomes and solid economic growth," Secretary Riley said. "Now is the time to invest in America's future. We need a record-breaking number of parents and other caring adults to invest the time, energy, and resources it will take to raise our children right."

Special Insert on Family Involvement *(See inside)*

The report, entitled *The Baby Boom Echo*, notes that the current trend of enrollment increases is a long, slow, rising wave, which differs from the trend of rising enrollments in the 1960's that dropped off more quickly.

As schools open this fall, a record 51.7 million students will enter the nation's public and private elementary and secondary schools. By the year 2006, enrollment will grow to 54.6 million students.

While America's school-age population will continue to rise, the base of workers who are supporting the retirement-age population will be declining. In 1970 the ratio of workers to retirees was 5 to 1, but by the year 2030, the ratio will have dropped to about 2.6 to 1.

Many states and communities will experience acute pressures to hire new teachers and build new schools. The *Baby Boom Echo* report estimates that approximately 190,000 additional teachers and 6,000 more schools will be needed nationwide over the next 10 years. Record expansions in K-12 education will also lead to record-setting enrollment in our nation's colleges.

Secretary Riley urged Americans to regard the challenge of rising enrollments as an opportunity to secure our nation's future by taking active roles in educating young people. The Secretary's *America Goes Back to School: Get Involved!* program suggests a variety of ways that parents and all caring adults can participate in local schools, including tutoring children in reading, providing work-study experiences, serving as mentors, sponsoring after-school activities, and patrolling school grounds. (For more information about the program and a free Partners' Activity Guide, call 1-800-USA-LEARN.)

During the week of September 9-13, Secretary Riley will officially launch the second annual *America Goes Back to School* program with a number of special events highlighting the importance of parents, grandparents, employers and employees, and community and religious leaders becoming actively involved with local schools.

The *Baby Boom Echo* report is available on the Education Department's home page at http://www.ed.gov/NCES/pubs. CU

"Back-to-School" Town Meeting Will Look At Involving the Community

The September Satellite Town Meeting will kick off the 1996-97 series with a special "Back to School" program.

Entitled "Back to School: Getting Your Community Involved," the hour-long Town Meeting will air on Tuesday, September 17 at 8:00 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish.

U.S. Secretary of Education Richard Riley will welcome educators and local leaders from around the country who are working in successful partnerships to achieve comprehensive school improvement. The program will explore how parents, educators, business people, and religious and community leaders can be actively involved in improving local schools, which is the theme of the second annual *America Goes Back to School* national campaign. Discussion topics will include making schools safe, disciplined, and drug-free; encouraging parental and family involvement; achieving high standards and real accountability; bringing computers into the classroom; and preparing young people for careers.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Procter and Gamble Fund.

Satellite coordinates are as follows ....

C-Band: Galaxy 9, Orbital Location 123 degrees West; Transponder 1; Vertical Polarity; Channel 1; Downlink Frequency 3720 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

U.S. Department of Education Satellite Town Meeting 1996-97 Series Schedule

Tuesday, September 17, 1996 at 8:00 p.m. E.T.

"Back to School: Getting Your Community Involved"

Tuesday, October 15, 1996 at 8:00 p.m. E.T.

"Technology and Teacher Leadership: 21st Century Teachers"

Tuesday, November 19, 1996 at 8:00 p.m. E.T.

"Schools as Safe Havens: Discipline, Safety, and Truancy Prevention"

NOTE: The Town Meeting will not be broadcast in December.

Tuesday, January 21, 1997 at 8:00 p.m. E.T.

"The New American High School: Preparing Youth for College and Careers"

Tuesday, February 18, 1997 at 8:00 p.m. E.T.

"Making College More Accessible"

Tuesday, March 18, 1997 at 8:00 p.m. E.T.

"School-to-Work Opportunities: Workplaces as Learning Environments"

Tuesday, April 15, 1997 at 8:00 p.m. E.T.

"Charter Schools, Magnet Schools, and Other Choices in Public Education"

Tuesday, May 20, 1997 at 8:00 p.m. E.T.

"Becoming a Reading, Literate Society"

Tuesday, June 17, 1997 at 8:00 p.m. E.T.

"Ready to Learn: Preparing Young Children for School Success"

Partnership for Family Involvement in Education

Back To School Events Planned Nationwide

- Even before the bell rings for the 1996-97 school year, many Hardee's restaurants in the Southeast are getting involved with their local schools to improve learning for all students. As a new partner in the *America Goes Back to School: Get Involved!* initiative, Hardee's franchise restaurants, owned and operated by Flagstar Companies, Inc., will host Benefit Nights throughout the school year to support local schools in achieving new levels of excellence and in acquiring new technology for their students. Flagstar Hardee's are concentrated primarily in Alabama, North Carolina, South Carolina, and Tennessee.
- The Educational Publishing Group, a Partnership for Family Involvement in Education member, is launching the Family Education Network on **September 12th** as an *America Goes Back to School* event. (Note this change from the date reported last month.) The network gives parents the tools needed to become more active in the education of their children. The address is http//www.families.com.
- Committed to encouraging Family/School involvement in the *America Goes Back to School: Get Involved!* initiative, the National PTA is launching a nationwide campaign. The National PTA will be sending the Family/School Partnership Promise to its 27,000 local units, encouraging its members to have their schools sign on to the Partnership for Family Involvement in Education. In addition, information on *America Goes Back to School: Get Involved!* has been sent to all members. The National PTA will also feature the Family-School Partnership Promise and *America Goes Back to School* information on its World Wide Web site.
- The 2400 Boys and Girls Clubs across the country will receive *America Goes Back to School: Get Involved!* kits from their national organization. The kit contains the Partners' Activity Guide with tips for planning back-to-school events and involving community partners, a bookmark, and a colorful poster. CU

Link Up with *America Goes Back to School* Online

All the information you need to launch an *America Goes Back to School: Get Involved!* partnership is available through the U.S. Department of Education's home page. The full text of the Partners' Activity Guide, with useful tips on how to involve community partners in your efforts, can be accessed via the World Wide Web at http://www.ed.gov/Family/agbts.

If you already have a back-to-school event planned, contact us online so we can tell others about your activities. You can access a sign-up sheet from the World Wide Web address above, add your information, and e-mail it back to agbts@ed.gov.

America Goes Back to School is a year-round commitment to improve learning, so it's not too late to get involved. For more information, call 1-800-USA-LEARN. CU

Save the Date!

A national conference on partnerships between businesses and schools with the theme "Better Education is Everybody's Business" will be held May 15-16, 1997 in Boston, Mass.

Birmingham Students Succeeded with READ*WRITE*NOW!

This summer 1700 children participated in a special reading and writing program coordinated by the Birmingham, Ala. public schools. Students enrolled in "Camp Birmingham" used materials from the Education Department's READ*WRITE*NOW national reading and writing program for one hour a day, five days per week, over the course of the summer. Participants read over 20,000 books. A special awards ceremony was held to recognize students' accomplishments in achieving reading goals and strengthening reading and writing skills. CU

Community Volunteers Staff Model Tutoring Program

In Jackson, Tenn., members of local churches have developed a successful tutoring program that is making a difference in the lives of children and families. The program is staffed completely by volunteers, receiving no outside funds and requiring a minimal time commitment. Organizers are confident this program could be replicated in many communities across the country.

Members of 10 churches in Jackson are tutoring children in grades kindergarten through high school. The program will expand to 11 more churches in the fall. Each church designs its own tutoring system that fits the talents of its membership and the availability of its facilities. Continuity is provided by assigning children regular tutors and by keeping progress charts on each child in case familes move to a new church.

The tutoring program involves the school district and local businesses as partners. During the school year, volunteers use the "Lesson Line" set up by the school district to coordinate with teachers and parents by telephone. Local supermarkets and businesses have supported the tutoring program by donating refreshments.

Currently, 350 children are being tutored each week by community volunteers, and more children will be served when the program expands this fall. "The kids and tutors develop a mutual bond that crosses all barriers — age, race, religion, and background," said Jimmy England, one of the program's organizers. Volunteers agree that involvement is simple — they contribute their knowledge and skills — and the entire community is the winner. CU

Summit Highlights Religious Groups' Support of Education

Education Secretary Richard Riley traveled to Wilmington, Del. on July 29 to participate in a Religion and Education Summit that drew religious, community, and school leaders from across Delaware, Philadelphia, and southern New Jersey. The purpose of the summit was to highlight the important role that religious organizations play in encouraging and enabling families to be more involved in their children's education.

Individuals and groups were challenged to work with their local neighborhood school to help young people in four specific areas: reading, technology, providing safe after-school activities, and preparing young people for college through extra tutoring. Participants also agreed on the importance of encouraging parents to find an extra 30 minutes a day to read with their children and check their homework.

Reverend Christopher Bullock of the Eighth Street Baptist Church in Wilmington called upon the religious leaders in attendance to join him in signing on to the Partnership for Family Involvement in Education by supporting a pledge developed by a widely representative group of religious leaders. The pledge, entitled the Statement of Common Purpose, acknowledges the unique role of religious communities in strengthening family life.

Reverend Vin Harwell, Pastor of First and Central Presbyterian Church in Wilmington, shared the successes of his parish in involving the employees of local businesses in parent education classes conducted during the lunch hour. Building on this relationship, Reverend Harwell is now working with the employers in his area who are encouraging their employees to volunteer to tutor young people after school.

In southern, N.J., inner-city youngsters were tutored over the summer by student volunteers from St. Joseph's Preparatory School in Philadelphia. Mr. Shay Auerbach, who coordinates the program, reported that students benefited on both sides of the equation. Students being tutored strengthened their basic skills, and tutors gained leadership and community service experience.

Participants left the summit pledging to work together and echoing the sentiments of Secretary Riley to help parents slow down their lives and give families, guardians, and grandparents the extra support they need to keep children away from drugs, smoking, and television violence. CU

Regional Conferences Will Explore Coordinating Federal Support

This year the Education Department is sponsoring 3 regional conferences on comprehensive, standards-based school reform. The focus of the conferences will be how states and communities can best utilize federal resources in a coordinated strategy to strengthen their comprehensive reform efforts. The programs to be discussed will include Goals 2000, the Improving America's Schools Act (IASA), the Individuals with Disabilities Act (IDEA), the School-to-Work Opportunities Act, and the Carl D. Perkins Vocational and Applied Technology Act.

Grantees under all programs administered by the Education Department's Offices of Elementary and Secondary Education (OESE) and Bilingual Education and Minority Languages Affairs (OBEMLA) are invited to participate in the regional conferences. Grantees from many programs administered through the Offices of Educational Research and Improvement (OERI), Vocational and Adult Education (OVAE), and Special Education and Rehabilitative Services (OSERS) will also gain useful insights into how federal programs can work together to promote comprehensive school improvement.

Check your state below to find out which conference to attend.

IAS Regional Conference in St. Louis, Mo., September 24-26, 1996

Connecticut, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, North Dakota, Oklahoma, Rhode Island, South Dakota, Texas, Vermont, and Wisconsin

IAS Regional Conference in San Francisco, Calif., October 20-22, 1996

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, American Samoa, Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, Guam, Republic of the Marshall Islands, and the Republic of Palau

IAS Regional Conference in Atlanta, Ga., November 20-22, 1996

Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, and the Virgin Islands

For additional information, contact http://www.ed.gov/legislation/ESEA/iasaconf/. CU

Make the Most of Parent-Teacher Conferences

Communication between parents and teachers is vital to help children reach their full potential in learning. Often busy schedules limit the time that parents and teachers can share information, so making the most of opportunities such as conferences becomes even more important. The editors of *Parenting for High Potential*, a new magazine published by the National Association for Gifted Children (NAGC), have compiled the following list of questions to help parents prepare for conferences with their children's teachers.

1. How is my child's class structured? What is a typical day like?
2. Does my child seem happy at school?
3. What do you see as my child's special interests and strengths? What can I do at home to help my child develop his/her talents?
4. Are there any subject areas where my child needs extra help or seems less motivated? How can I assist in those areas?
5. Does my child seem challenged by the academic work or does he/she seem to complete it with little effort?
6. How does my child react to trying new things? What about his/her reaction to making mistakes?
7. How does my child interact with other children and adults? Does he/she seem well-accepted among his/her peers? Are there any behavior problems?
8. What level of parental involvement is encouraged regarding my child's homework assignments?
9. How are my child's creative thinking and problem-solving skills? What do you recommend for development in these areas?
10. What appropriate after-school opportunities are available for my child in the school or community?

Parenting for High Potential is a quarterly magazine which premieres in September. The first issue features an interview with Education Secretary Richard Riley on how parents can get involved in their children's education. Each issue of the magazine will include tips from experts, reviews of books and computer software for children, and a pullout section for students.

To order the magazine, contact the National Association for Gifted Children, 1707 L Street, N.W., Suite 550, Washington, D.C., 20036. The phone number is (202) 785-4268. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 39

175134
Ms. June Smith
Acquisitions Secretary
ERIC/IR
030 Huntington Hall
Syracuse University, NY 13244

Houston Links Community Resources to Education Needs

The Houston Education Resource Network (HERN) is an online service and Internet site that supports community partners working together to improve learning for all students. Parents, teachers, principals, counselors, site-based management teams, businesses, nonprofit organizations, and social service agencies can access a database of over 8,000 community resources and also find quick Internet links to the City of Houston, the Houston Public Library, the Smithsonian, major universities, the U.S. Department of Education, and other sites.

Designed to help those with the greatest needs and the least resources, HERN is accessible to users with minimal computing capacity. HERN provides individual e-mail accounts and full Internet access with no hourly charges or user fees.

The "Community Exchange" area of HERN matches needs of educators and schools with resources and donors. With an online form, teachers and schools can post their requests to the community for assistance, computers, equipment, and volunteers. Donors with resources to offer and companies with surplus supplies to give away are also linked to the Community Exchange.

With its networking potential and extensive resource bank, HERN benefits its many users. Parents can explore enrichment opportunities for students. Teachers can search for classroom speakers, tutors, field trip ideas, tickets to events, and lesson materials. Principals can create forums with other schools, sharing ideas to promote high achievement. Counselors can search the HERN database for after-school programs, social services, and information on colleges such as admission requirements and financial aid.

HERN was made possible by a gift to the Houston community in 1993 by the Robert and Janice McNair Foundation.

HERN's Internet address is http://www.rice.edu/hern. For more information, call (713) 951-7810 or write the Houston Education Resource Network, 1600 Smith Street, Suite 4300, Houston, Texas, 77002-7345. CU

Last month we reported that the U.S. House of Representatives had voted to cut President Clinton's 1997 budget request for education by $2.8 billion. The U.S. Senate has not yet acted on this proposal, and there has been no further action by the House.

As schools open their doors across the country, they are faced with the highest enrollment ever in our nation's history — nearly 52 million students. The highlights of President Clinton's proposals in education address rising student enrollments and the need for better schools, focusing on improving the training of new teachers; assisting communities to pay the interest on construction projects to add classroom space and upgrade buildings; getting technology into classrooms while also improving the basics; and greatly expanding access to college for middle income and working families. These increased investments in education are all within the framework of a plan to balance the federal budget. Please watch this space for further updates on education funding proposals in light of the new baby boom.

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIO MORENO

Senior Director
JOHN McGRATH

Editor
JOY BELIN

Designer
BARBARA AUSTIN

Community Update

No. 40, October 1996
U.S. Department of Education

Landmark FCC Decision Will Impact Budgets and Student Learning for Next Decade

Editor's note: On February 8, 1996, President Clinton signed into law the Telecommunications Act of 1996. This law affects the affordability of telecommunications services for schools, libraries, and rural health care providers. The law mandates that the FCC create a federal-state Joint Board and that this body make recommendations about what services are eligible for discounts and what those discounts should be.

By November 8, an advisory board of the FCC will recommend action on the issue of whether schools and libraries will receive substantially discounted rates in order to access the Information Superhighway. The recommendations of the "Joint Board," made up of three FCC Commissioners, four State Public Utility Commissioners, and one consumer utility advocate, will influence the final decision of the FCC by May 8, 1997. The decision will determine for the next decade the rates that schools and libraries must pay for telecommunications services.

"Informal" comment on the FCC decision will not be accepted after November 8. U.S. Secretary of Education Richard Riley testified before the Joint Board, urging members to ensure that schools and libraries will be able to afford connections to the wealth of educational resources on the Information Superhighway.

"Every effort should be made to give our nation's schools and libraries free access to the new telecommunications world that is now emerging or at least access at substantially discounted or affordable rates," Secretary Riley said. "We will very rapidly give a generation of young people the opportunity to develop skills they need to enter this new knowledge-based economy. ... This is something that every business leader in America has been asking us to do for over a decade. Why not make this our national mission?"

President Clinton has set a goal of having every classroom and library connected to the Internet by the year 2000. In addition to the issue of free and affordable rates for service, schools face other challenges in order to meet the President's goal.

President Clinton has proposed the Technology Literacy Challenge Fund to provide teachers and students with the training and support they need to use computers as a learning tool. The Challenge calls on businesses and nonprofit organizations to assist with training along with providing classrooms with access to modern computers and developing engaging software to support the school curriculum. The initiative also requests $2 billion from Congress over 5 years to help communities achieve these goals.

Related programs supported by the Education Department requiring no funding include the 21st Century Teachers Initiative, which seeks to recruit 100,000 teachers to volunteer to train their colleagues in utilizing technology to its fullest advantage. NetDay is a nationwide effort which calls for volunteers to help wire schools for connection to the Internet. A successful NetDay in California has prompted over 30 states to plan NetDays this month.

For information on NetDay activities in your state, go to the Education Department's World Wide Web site at **http://www.ed.gov/Technology.** You can also call 1-800-55-NET96 for information on state contacts, volunteer registration, a wiring kit, and local business partners.

For more information on the upcoming FCC decisions affecting schools, locate the FCC site on the World Wide Web at **http://www.fcc.gov.** CU

"Every effort should be made to give our nation's schools and libraries free access to the new telecommunications world that is now emerging..."
—Education Secretary Richard Riley

Special Insert on Family Involvement *(See inside)*

October Town Meeting Will Focus on Technology and Teacher Leadership

The October Town Meeting will look at how schools and communities can better support teachers as they learn more about the technology they need to prepare students for the 21st century.

Entitled "Technology and Teacher Leadership: 21st Century Teachers," the hour-long Town Meeting will air on Tuesday, October 15 at 8:00 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish.

U.S. Secretary of Education Richard Riley will welcome educators and local leaders from around the country who are working together to help teachers bring the benefits of technology to the classroom. The program will explore how teachers can use technology to amplify classroom lessons, connect to a wealth of online resources, and create new ways for students to learn. Secretary Riley and his guests will also discuss how training teachers is essential so they can use computer and online technologies to their fullest advantage in the classroom, and how supporting technology as a learning tool can involve parents, businesses, and the entire community.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation and the Procter and Gamble Fund.

Satellite coordinates are as follows ....

C-Band: Galaxy 9, Orbital Location 123 degrees West; Transponder 21; Vertical Polarity; Channel 21; Downlink Frequency 4120 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 17; Horizontal Polarity; Channel 17; Downlink Frequency 12120 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

New Guide Available for Creating Safe Schools

A valuable new resource to promote school safety will be sent to every school superintendent in the country later this month. *Creating Safe and Drug-Free Schools: An Action Guide*, is a joint publication of the U.S. Department of Justice and the U.S. Department of Education. The resource helps school administrators and community leaders establish safe and drug-free school environments where students can learn to their full potential. The booklet discusses issues such as truancy, alternative schools, mentoring, and searches for weapons and drugs, providing action steps for students, teachers, parents, and community members. A guide to further resources is also included.

To request a copy of *Creating Safe and Drug-Free Schools: An Action Guide*, call 1-800- 624-0100. CU

National Commission Issues Report on High-Quality Teaching

Last month, the National Commission on Teaching and America's Future issued recommendations for promoting excellence and accountablity in the teaching profession. The bipartisan panel, comprised of teachers and other education leaders, business representatives, and elected officials, reported that raising teaching standards, rewarding practitioners for their knowledge and skills, and structuring schools to support teachers would lead to better results in the classroom.

President Clinton and U.S. Secretary of Education Richard Riley praised the work of the commission for renewing the nation's focus on the quality of teaching at a time when record increases in student enrollment will require districts to hire an additional 2 million teachers over the next decade. Emphasizing the importance of good teaching to good schools, the President and Secretary Riley have outlined four challenges to providing a high-quality education for every student: recruiting and retaining talented teachers; requiring tough licensing and certification standards; honoring and recognizing the importance of the teaching profession, and removing incompetent teachers fairly and quickly; and identifying and rewarding superior teachers.

"Every child needs — and deserves — dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students," President Clinton said. CU

Partnership for Family Involvement in Education

Communities Nationwide Celebrate "Back To School"

Editor's note: Communities across the country have planned more than 500 events as part of the America Goes Back to School: Get Involved! *initiative. This effort encourages all Americans — parents, grandparents, employers and employees, members of the arts community, religious leaders, and every caring adult — to rally around their local schools and make a commitment to support learning throughout the year. Here's a sample of recent local events that have taken place.*

- U.S. Secretary of Education Richard Riley participated in the kickoff event of a year-long series of back-to-school activities in Chicago, Ill. on August 30. The Chicago effort is a broad partnership between local schools, businesses, and cultural and community groups, chaired by Jennifer Blitz. Among the activities planned is a series of workshops to help students and parents work together on science fair projects so that learning is a family experience. The kickoff event was held at the Chicago Academy of Science's Nature Museum.
- On September 3, Secretary Riley rang the opening bell at the New York Stock Exchange, hosted by New York Stock Exchange CEO Richard Grasso and President William Johnston. Secretary Riley was joined by New York City students involved in ScholarshipBuilder, a program of the National Urban League and Merrill Lynch, which encourages inner-city youth to graduate from high school by providing educational activities and tutoring. The New York Stock Exchange participates in the Teach-the-Teacher program, Day on the Trading Floor program for professors, and the Junior Achievement Applied Economics program, which allows employees to teach in local schools. Chairman Grasso has also participated in the Principal for A Day program.
- In Baltimore, Md., on September 9, Secretary Riley, Governor Glendening, and Superintendent Grasmick participated in an event at Logan Elementary School to inaugurate an innovative high-tech program. A family-school network will be created by placing computers in all third grade classrooms as well as in the homes of all third grade students and teachers. The project will be supported by extensive teacher training and parent workshops so that the new communication system can be utilized to its full potential.
- In Pittsburgh, Pa., on September 10, Secretary Riley visited McCleary Elementary School where representatives from local community organizations joined together in support of greater parent involvement in student learning. The Girl Scouts, the Urban League, the Boys and Girls Clubs, the Carnegie Museums, and the Bayer, Westinghouse, Grable and Heinz Foundations formally signed on as members of the Partnership for Family Involvement in Education. These organizations provide students with before-and-after-school and summer programs, safe neighborhood environments, and supervised recreational activities. CU

Save the Date!

National Community Education Day, dedicated to "Celebrating Community," will spotlight community education efforts on Tuesday, November 19, 1996, as part of the 75th observance of National Education Week.

National Conference Will Discuss Better Education as Everybody's Business

Leading education experts and senior executives from major companies will examine new efforts to improve American education at the local level during The Conference Board's 1997 Business and Education Conference. The conference, with the theme, "Better Education is Everybody's Business," will be held May 15-16, 1996 in Boston, Mass. Sponsors of the conference include John Hancock Financial Services, Southern California Edison, Hewlett-Packard Company, United Airlines, Hemmings Motor News, IBM, Pizza Hut, Inc., Mattel Corporation, The Educational Publishing Group, Inc., ACT Inc., and the U.S. Department of Education.

U.S. Secretary of Education Richard W. Riley will address the conference, providing an update on the Partnership for Family Involvement in Education, which now comprises more than 1,300 schools, businesses, and community, education, parent, and religious organizations. Through the partnership, member employers and business organizations have taken a lead role in strengthening family involvement in children's learning.

The conference will spotlight new corporate policies and practices to support family and employee involvement in education, featuring case studies. The Conference Board's "Best in Class" awards will recognize leading American companies that have excelled at improving education.

For more information, contact The Conference Board-Customer Service Information at (212) 339-0345. CU

Find Out About Parent Involvement Programs and Practices

Over 50 national organizations will be exhibiting their programs and materials on family-school-community partnerships at an information fair sponsored by The National Coalition for Parent Involvement in Education (NCPIE). The event will be held Wednesday, October 30, 1996, from 10 a.m. to 3 p.m. at the NEA Auditorium, located at 1201 16th Street, N.W. in Washington, D.C. In support of the *America Goes Back to School* national campaign, the information fair will highlight successful programs, practices, and partnerships in communities across the country involving parents, educators, employers, and religious and community leaders.

For more information about the event, call Sue Ferguson at (202) 822-8405 or Sara Melnick at (703) 836-4880. CU

Family-School Steering Group Signs Mission Statement

At a ceremony prior to the September Satellite Town Meeting (see story p. 5), representatives of the Family-School Steering Group of the Partnership for Family Involvement in Education formally signed the Family/School Mission Statement. The statement declares, "We believe in building and promoting mutual trust and respect between families and schools, and also between the schools and the community at large." Secretary of Education Richard Riley presided over the ceremony.

The following key groups were represented at the signing ceremony: the PTA; the National Association of Elementary School Principals (NAESP); the Title I Parents Association; the National Coalition for Parent Involvement in Education (NCPIE); the American Association of School Administrators; the National School Boards Association; the Council for American Private Education; the National Association of Secondary School Principals (NASSP); the Council of Chief State School Officers; the American Federation of Teachers; and the National Education Association CU

Teleconference Will Explore Parent Involvement

The National Parents Day Coalition, a partnership of individuals and organizations focusing on the home environments of parenting professionals, is sponsoring an interactive satellite teleconference on the evening of November 7. A toll-free number will allow participants across the country to take part in the discussion, and the teleconference will also be simulcast on the World Wide Web with access available to CU-SeeMe users. The topic for the teleconference is "Parental Involvement: What Does It Mean?"

The teleconference is part of a conference that will be held in Orlando, Fla., from October 31 to November 3, 1996. The theme of the conference is "Strengthening Families, Building Communities."

If you would like to participate in this conference, contact the National Parents Day Coalition at 202-530-0819 or access their home page on the World Wide Web at http://www.parentsday.org CU

Town Meeting Panelists Share Successes in Community Involvement

The September Satellite Town Meeting kicked off the new school year with success stories from around the country of communities rallying around local schools. Many of the featured communities are taking part in the *America Goes Back to School: Get Involved!* campaign, which encourages all Americans to make a commitment throughout the year to support student learning.

Assistant Secretary Sharon Robinson reported on a recent visit to her high school alma mater in Louisville, Ky., where public and private schools are teaming up to participate in *America Goes Back to School.*

Panelist Scott Bosley, President and Publisher of the *Post Tribune* in Gary, Ind., described a broad partnership among Indiana University Northwest, the Gary Public School Corporation, and local businesses such as the newspaper, with funding from the Knight Foundation. In a report on the partnership, called the Gary Accord, Della Burt-Bradley, President of the Board, emphasized the community's commitment to learning. "We believe that students not only can learn but that they can excel if we have high expectations of them and we provide the kinds of resources that we feel they need," she said.

In Flint, Mich., the school district has also reached out to the community, although 75 percent of Flint's households do not have school-age children. "The question is why would they want to become involved," said panelist James Ray, superintendent of Flint Community Schools. "They have to realize that they're investing in the growth and development of youngsters and, in turn, in our community."

Supporting parent involvement in learning was a theme throughout the program. In a satellite uplink from Chicago, Ill., Jennifer Blitz, chair of a broad partnership between local schools, businesses, and cultural and community groups, shared why families are the focus in the year-long series of events her committee is planning. "The best way for children to learn is when their parents are learning at the same time they are. When your parents are learning, you get excited by learning," she said.

Panelist Tani Welsh, Manager of Educational Services and Charitable Contributions for Southern California Edison in Rosemead, Calif., discussed her company's commitment to parent involvement. Southern California Edison helps fund a local program to train parents to participate more in their children's learning and also supports employees as parents with classes on parenting and preparing a child for college. "Doing some of these things for our employees has really been a payback to the corporation," she said. "Our employees feel better about the company."

The ways that religious groups can support parents were discussed by panelist Vin Harwell, pastor of the First and Central Presbyterian Church in Wilmington, Del. His parish offers parent education classes during the day for working parents, and helping busy parents meet the time crunch to be involved in their children's learning is a focus. "Part of it is having the skills to help children take their education seriously — whether it's taking a few moments to read a book or to inquire about a child's homework," he said.

The moderator for the Town Meeting was Nancy Mathis, communications director for the national School-to-Work program. She will assist U.S. Secretary of Education Richard Riley in leading discussions throughout the 1996-97 series.

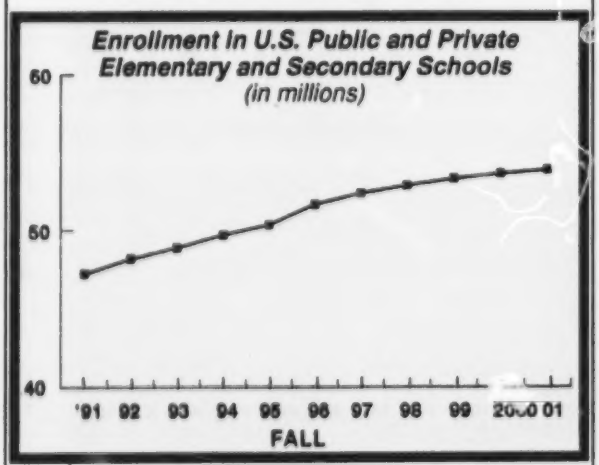
Secretary Riley summarized the program's positive message. "Here are examples of communities coming together and supporting schools doing a good job. All of these community connections are so important. As we begin the school year, I think it's important to believe in education and to be excited about it."

The Education Department has a kit to help communities get involved in improving education. The *America Goes Back to School: Partners' Activity Guide* has tips for building local coalitions and planning events. To request the kit, call 1-800-USA-LEARN. CU

CORRECTION:

This graph, included in the September issue, contained an error.

Here is the corrected version.



U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 40

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

175134
Ms. June Smith
Acquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Funding May Increase for Key Education Programs in 1997

As this edition went to press, it appeared that bipartisan leaders in the U.S. Senate were very close to President Clinton's proposed investments in education for 1997. "Improving elementary and secondary education and increasing financial aid for college students are top concerns of the American public," said U.S. Secretary of Education Richard Riley. "I'm pleased that we have the potential for a bipartisan agreement addressing critical education needs."

President Clinton's 1997 budget request for investing in education puts a high priority on strengthening basic student skills, enhancing teacher training, expanding safe and drug-free schools, bringing computers into classrooms, and improving the student loan program, including Pell Grants, work study, and other financial aid to working and middle class families.

The U.S. House of Representatives voted to cut President Clinton's 1997 budget request for investment in education by $2.8 billion in July and has taken no further action. "I would hope the House leadership would join the President and Senate in support of improving elementary and secondary schools and making college more affordable," said Secretary Riley.

The chart below compares the funding levels for major education programs in 1996 to President Clinton's 1997 budget request and the House Bill.

Comparing Investment in Education (in thousands of dollars)

Major Education Programs	FY 1996 Appropriation	FY 1997 President's Request	FY 1997 House Bill
Raise Standards of Achievement: Goals 2000	350,000	491,000	ELIMINATED
Improving the Basics: Title I	6,730,348	7,165,000	6,751,348
Safe and Drug-Free Schools	465,971	540,000	440,978
Strengthening Teacher Skills: Professional Development	275,000	610,000	ELIMINATED
Charter Schools	18,000	40,000	18,000
Bring Computers into Classrooms	48,000	325,000	48,000
Gifted and Talented Education	3,000	10,000	3,000

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIO MORENO

Senior Director
JOHN McGRATH

Editor
JOY HELIN

Designer
BARBARA JULIUS

Community Update

No. 41, November 1996
U.S. Department of Education

21st CENTURY TEACHERS

"Today's students need to know the basics....But they also need to take advantage of the unsurpassed learning opportunities available on the Internet."
— U.S. Secretary of Education Richard Riley

Teachers Volunteer to Train Colleagues in Using Technology

Across America teachers are joining a national team to help each other use technology to its full potential to enrich students' learning. They call themselves 21st Century Teachers, and they hope to be 100,000 strong.

The 21st Century Teachers' Initiative is administered by 19 national organizations representing parents, teachers, administrators, librarians, school boards, community colleges, and the high-tech industry, with the support of the U.S. Department of Education. This public-private partnership recognizes the urgent need to prepare students for the Information Age and the jobs of the future.

"Today's students still need to know the three R's, the old basics. But they also need to understand how to use the three W's — the World Wide Web, and take advantage of the unsurpassed learning opportunities available on the Internet," said U.S. Secretary of Education Richard Riley at an October 1 event in Washington, D.C., that was designed to recruit teachers to the effort.

The partners involved in the 21st Century Teachers Initiative understand that in order to best serve students, teachers themselves must sharpen their technology skills. 21st Century Teachers pledge to **build** their own expertise in using new learning technologies; **share** their expertise and experience with colleagues; **use** their expertise with students as part of the daily learning process; and **work** to make classroom technology available to all students and teachers.

Special Insert on Family Involvement *(See inside)*

Each 21st Century teacher volunteers to train 5 colleagues in how to use technology as a tool to enrich students' classroom experience and improve the quality of education. Parents, administrators, business partners and other sponsors of the program pledge to support teachers by providing professional development opportunities, creating awards and incentives for using educational technology, and developing educational resources and curriculum materials that integrate advanced technologies into classroom learning.

Last month's event in Washington, D.C., took place at Highway 1, a state-of-the-art demonstration site funded by leading technology companies. Teachers demonstrated first-hand the wealth of educational resources available on the Internet and the specialized resources designed for educators at the 21st Century Teachers website. The 21st Century Teachers homepage can be accessed at **http://www.21ct.org**.

First announced by President Clinton in May 1996, 21st Century Teachers is a local grassroots initiative, achieving results community by community and classroom by classroom. "Trained teachers using the latest technology is the key to raising student achievement and student performance — and that, we know, is our goal," said Anne Bryant, Executive Director of the National School Boards Association, one of the sponsoring groups.

Other sponsors include the American Association of Community Colleges, American Association of School Administrators, American Association of School Librarians, American Federation of Teachers, American Library Association, Apple Computer, Inc., the Council of Chief State School Officers, ETC, IBM Corporation, the International Society for Technology in Education, National Association of Secondary School Principals, National Board for Professional Teaching Standards, National Congress of Parents and Teachers, National Council for Accreditation of Teacher Education, National Education Association, NetCom, Software Publishers Association, and United States Tech Corps. CU

November Town Meeting Will Look At Strategies to Prevent Truancy

The November Town Meeting will focus on ways that schools and communities can work together to discourage truancy while ensuring student discipline and safety.

Entitled "Schools as Safe Havens: Discipline, Safety, and Truancy Prevention," the hour-long Town Meeting will air on Tuesday, November 19 at 8:00 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish.

U.S. Secretary of Education Richard Riley will welcome a panel of local education and community leaders who will share success stories and advice on involving parents in truancy prevention and school discipline, ensuring that students at risk of disciplinary problems are actively engaged in learning, enforcing consistent sanctions for truancy and disciplinary problems, and working with law enforcement and social service agencies.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, the Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax. Broadcast partners include Discovery Communications.

Satellite coordinates are as follows ....

C-Band: Galaxy 9, Orbital Location 123 degrees West; Transponder 1; Vertical Polarity; Channel 1; Downlink Frequency 3720 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 15; Horizontal Polarity; Channel 15; Downlink Frequency 12068 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station or Chamber of Commerce and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

ERIC Offers a Wealth of Resources

The Educational Resources Information Center (ERIC) system, which includes the world's largest and most frequently searched education database, celebrates its 30th anniversary during this year. ERIC is a dynamic source of print and electronic materials for improving teaching, learning, parenting, and school management with an array of free products and services available to parents, educators, and community members.

The ERIC system is part of the U.S. Department of Education's National Library of Education, with 16 subject-specific ERIC Clearinghouses and 10 Adjunct Clearinghouses. ERIC Clearinghouses produce more than 250 special publications each year on current research, programs, and practices, including the popular ERIC Digests, 2-page summaries on topics such as reading instruction and educational technology. The clearinghouses also respond to thousands of e-mail, phone, and mail requests for information.

ERIC is keeping pace with the increasing emphasis on the role of parents in their children's education by preparing and distributing free parent materials in print and electronic formats. Parent brochures that provide answers to commonly asked questions on topics such as playground safety, school readiness, and college planning are available from ACCESS ERIC. Call 1-800-LET-ERIC to request the current set. The National Parent Information Network (**http://ericps.ed.uiuc.edu/ npin/ npinhome.html**), is a World Wide Web site providing short articles on child rearing and child development as well as electronic discussion groups.

You can search the ERIC database, which contains descriptions of nearly a million education documents and journal articles, on any education-related topic. If you have access to the Internet, you can do a free ERIC search at **http://ericir.syr.edu**. You may also use ERIC at more than 800 locations across the country; call 1-800-LET-ERIC for the location of a library near you.

All ERIC Clearinghouses have toll-free numbers as well as e-mail and Web addresses. If you need information and are not sure where to start, call 1-800-LET-ERIC or e-mail your question to **askeric@ericir.syr.edu**. You can also explore ERIC resources by starting with the systemwide Web page at **http://www.aspensys.com/eric**. The award-winning AskERIC Virtual Library (**http://ericir.syr.edu**) provides hundreds of lesson plans and InfoGuides that help users navigate the Internet. CU

Partnership for Family Involvement in Education

Communities Participate in Back-to-School Activities

Editor's note: Communities across the country have planned more than 1500 events as part of the America Goes Back to School: Get Involved! *initiative. This effort encourages all Americans — parents, grandparents, employers and employees, members of the arts community, religious leaders, and every caring adult — to rally around their local schools and make a commitment to support learning throughout the year. Here's a sample of recent local events that have taken place.*

- In Tempe, Ariz., Mayor Neil Giuliano urged citizens to get involved in back-to-school activities and served as an example by leading a first-grade reading class at a local elementary school. Mayor Giuliano issued a proclamation, declaring the week of September 9-13 to be "America Goes Back to School Week." More than 40 mayors in other cities nationwide issued similar proclamations.
- At Armada Elementary School in Armada, Mich., more than 900 parents, students, and members of the school community participated in an *America Goes Back to School* picnic.

Frank Miracola, a fifth grade teacher at Armada, serves on the *America Goes Back to School* national steering committee. According to Miracola, teachers and school administrators were delighted with the high level of interest among family and community members who attended the picnic and expressed interest in staying involved as volunteers throughout the school year. "People see the school as the center of the community and want to do everything they can to support children's learning," he said. *CU*

Families and community members at Armada Elementary School pledge to stay involved throughout the school year.

Kids Can Soar Safely Through the Internet

Editor's Note: Here is a sample of safe sites for kids to explore on the World Wide Web.

- Kid's Com: http://www.kidscom.com/index1.html
- Best Web Sites for Kids: http://www.cochran.com/theosite/KSites.html
- Kids Web: http://www.npac.syr.edu/textbook/kidsweb/
- Kidding Around: http://alexia.lis.uiuc.edu/~watts/kiddin.html
- Kids' Place: http://www.nucleus.com/kids.html
- Nye Labs: http://nyelabs.kcts.org/
- Interesting Places for Kids: http://www.crc.ricoh.com/people/steve/kids.html
- Yahooligans: http://www.yahooligans.com/
- KidNews: http://www.vsa.cape.com/~powens/Kidnews.html
- Cyberkids: http://www.cyberkids.com

* Copyrighted material from *Parenting for High Potential*, reprinted with permission from the National Association for Gifted Children, Washington, D.C.

Model Partnership in Kansas City Supports Reading

A successful summer project in Kansas City, Mo. demonstrates what can be accomplished when employers, schools, and community and religious organizations come together in support of reading.

Mayor Neil Giuliano of Tempe, Ariz., leads a first-grade reading class as an example of how community members can get involved with schools. (See story p. 3).

Responding to Secretary Riley's summer reading challenge, 900 elementary school children strengthened their reading and writing skills by participating in a program sponsored by the Kansas City, Mo., School District's Title I program in partnership with Girl Scouts of the USA and the AMC Theaters.

The 3R's Project—Reinforcing Reading and wRiting—helped Title I students retain the learning gains they made during the regular school year. Students met with reading partners who read with students at least once a week for 30 minutes. Daily reading and writing activities were assigned to be completed at home with the help of a family member. Children were encouraged to read on their own at least 20 minutes a day and write 10 minutes a day.

Students received incentives to complete daily reading and writing activities, including an age-appropriate dictionary, a summer journal to encourage writing, the opportunity to earn "book bucks" that could be used to buy books for a personal library, and a McDonald's gift certificate for acquiring a library card.

The Kansas City reading partners included Title I staff, middle school students, and Girl Scouts. Sixteen community agencies throughout the city set aside space where students in the 3R's Project could meet with their reading partners. These agencies included Boys and Girls Clubs, Salvation Army day camps, neighborhood community centers, and outreach centers operated by churches.

Another sponsor, AMC Theaters, encouraged parents and other family members to become reading partners for students that participated in the program. The students and their partners earned admission to a special movie screening by completing the reading activities.

The Kansas City project was one of three models nationwide designed to demonstrate the ways that reading activities can be used to extend learning time for students who participate in Title I programs. Title I is a federally-funded program that helps students improve their basic skills. CU

National Community Education Day Will Take Place November 19

"Celebrating Community" is the theme of the 15th annual National Community Education Day, to be observed on November 19 during National Education Week. Sponsored by the National Community Education Association (NCEA), this day was established in 1982 to recognize and promote strong working partnerships between schools and communities.

This year National Community Education Day focuses on the role of local citizens, schools, and other institutions in strengthening their communities and making them responsive to the needs of all residents. More than 40 national organizations are sponsoring National Community Education Day, including the U.S. Department of Education, National School Supply & Equipment Association, National Coalition for Parent Involvement in Education, National Urban League and Council of Chief State School Officers.

For more information or materials on National Community Education Day, call the NCEA at (703) 359-8973. CU

Spanish-Language Resource Supports Involvement in Schools

The popular publication, *Moving America to the Head of the Class: 50 Simple Things You Can Do*, is now available in Spanish. The booklet outlines ways that parents, employers, and other concerned citizens can get involved in improving local schools, within the limits of their busy schedules. Tips are provided for helping children succeed with reading, homework, challenging courses, and high learning goals.

The translated "50 Consejos Utiles" was published as part of the "Keep the Promise" campaign, supported by the U.S. Department of Education, the Business Roundtable, the National Governors' Association, the American Federation of Teachers, and the National Alliance of Business. "Keep the Promise" encourages all Americans to get involved in improving education, a message that is carried as public service advertising via television, radio, and the print media.

To obtain a copy of "50 Consejos Utiles," call 1-800-USA-LEARN. CU

Town Meeting Looks At Linking Teachers and Students with Technology

"A top priority in the education budget is technology," said U.S. Secretary of Education Richard Riley as he opened the October Satellite Town Meeting. The Secretary outlined a national strategy to prepare America's students for the 21st century, which includes provisions that every classroom must be connected to the information superhighway; all teachers and students must have access to modern computers; and all teachers must have the training they need to help students benefit from technology.

Secretary Riley's Special Assistant on Educational Technology, Linda Roberts, alerted the audience to a key decision on the rates schools will pay to use the Internet that the Federal Communications Commission will make on November 8. Secretary Riley has urged the FCC to provide schools and libraries with free access to basic telecommunications services and discounted rates for more advanced services, a recommendation supported by Commerce Secretary Kantor, Agriculture Secretary Glickman, President Clinton, and Vice President Gore.

"What we're asking for is a long-term strategy that will allow our schools to invest in technology and teacher training, and to be sure that we will be able to afford these services and resources in this decade and the decades beyond," Roberts said.

Guest panelists represented the various groups that must work together to build successful local partnerships to link schools with technology. "Teachers can be strong advocates for wise use of technology," said Nancy Flanagan, president of the Michigan Teacher Forum, who created a computer bulletin board where educators statewide can share good ideas to improve their schools. Panelists also discussed the important role that teachers play in training their colleagues to use educational technology, the impetus behind the 21st Century Teachers Initiative. (See story p. 1).

Parents can also play an important role in training teachers and providing other technology support to schools. In over 30 states, parents have participated in NetDays, volunteering their time to wire schools for connection to the Internet. Panelist Jose Gavarette, chair of the technology committee of the Dade County Council of PTA's in Miami, Fla., organized a successful school event in which local corporations led computer training for teachers, students, and parents, and also contributed free software.

The business community has an active interest in linking schools with technology, explained panelist Mary Moore, Regional Manager of Corporate Communications for the U.S. West Foundation in Seattle, Wash. "As employers, we're looking for students and our future workforce to be more computer literate," she said. Her company is training teachers across Washington to integrate technology into teaching and learning, and is expanding the program to Colorado, Idaho, Oregon, and Utah.

Universities also make an important contribution, as a report on an exemplary teacher training program in Chapel Hill-Carrboro, N.C., showed. In the program called Scout Camp, instructors from the University of North Carolina supervise teachers in developing their own innovative projects using online learning that they can take back to their classrooms.

At Vanderbilt Univeristy in Nashville, Tenn., more than 9000 teachers have received free training in how to use the Internet, as panelist Jim Pellegrino, Dean of the Peabody College of Education and Human Development, explained. Pellegrino summarized an underlying theme of the Town Meeting, "Technology is really a matter of the community, the schools, the teachers, the universities, and the businesses coming together and deciding that this is absolutely essential, and then getting a plan started and implemented."

The Education Department has resources to help communities use technology to its full potential. The National Technology Plan, entitled "Getting America's Students Ready for the 21st Century," provides a framework for planning a local effort. A brochure is also available describing how to connect to the wealth of resources in the Education Department's online library. To request the materials, call 1-800-USA-LEARN. CU

Resource Supports Teacher Training and Learning

A new resource to support teachers is available in the *Achieving the Goals* series, published by the U.S. Department of Education. Entitled *Goal 4: Teacher Education and Professional Development*, the booklet informs practitioners and policymakers in local school districts about the resources available at the federal level to strengthen initial teacher preparation and ongoing professional development. The *Achieving the Goals* series covers the comprehensive federal effort to support local school improvement, which includes programs and resources funded by at least 28 agencies to help communities reach the National Education Goals. Copies of the first booklet in the series, *Goal 1: All Children in America Will Start School Ready to Learn*, are also available. To order either booklet in the series, call 1-800- USA-LEARN. The booklets can also be found on the World Wide Web at **http://www.ed.gov/pubs/resdir.html.** CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 41

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Congress Approves President's Education Budget for 1997

Last month we reported that there was the possibility of bipartisan consensus in Congress to approve President Clinton's proposed investments in education for 1997. A bipartisan agreement was in fact reached, and President Clinton signed into law the final bill on the eve of the new fiscal year, beginning October 1. The 1997 education budget puts a high priority on strengthening basic student skills, enhancing teacher training, ensuring safe and drug-free schools, improving special education, bringing computers into classrooms, raising academic standards, and expanding access to college for middle income, low income and working families.

"I'm pleased to be able to share good news for America's families and children concerning our nation's investment in education," said U.S. Secretary of Education Richard Riley. "With bipartisan support, we have taken an important step toward preparing our children for the 21st century."

The chart below compares funding levels for major education programs in the 1996 and 1997 budgets, and also shows the increased investment for 1997. CU

Comparing Investment in Education (in thousands of dollars)

Major Education Programs	FY 1996 Appropriation	FY 1997 Appropriation	Difference: FY 1996 vs. FY 1997
Raise Standards of Achievement: GOALS 2000	350,000	491,000	+141,000
Improve the Basics: Title I	6,730,348	7,194,099	+463,751
Safe and Drug-Free Schools	465,971	555,978	+ 90,007
Strengthening Teacher Skills: Professional Development	275,000	310,000	+ 35,000
Special Education	3,245,415	4,036,000	+790,585
Charter Schools	18,000	51,000	+ 33,000
Bring Computers Into Classrooms	48,000	266,965	+218,965
Help Youth Move from School to Careers	180,000	200,000[1]	+ 20,000
Pell Grants: College Grants for Low-Income Students	5,737,000	6,413,000	+676,000
College Work Study	616,508	830,000	+213,492

1. An identical amount is included in the budget for the Department of Labor, which jointly administers this program.

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIO MORENO

Senior Director
JOHN M. GRATH

Editor
JOY BELIN

Designer
BARBARA JONES

Community Update

No. 42, December 1996
U.S. Department of Education

Challenge Grants Support Local Technology Partnerships

Editor's note: On October 2, U.S. Secretary of Education Richard Riley announced the award of 24 new grants to local partnerships among schools, businesses, and communities in 16 states to help get useful technology into the hands of teachers and students. These new Challenge Grants for Technology in Education add to the 19 Challenge Grant projects announced in October 1995.

U.S. Secretary of Education Richard Riley and Joanne Nulson go online with the Family Education Network, which helps parents get involved with learning. (See story p. 3)

Twenty-four innovative, community-based projects were awarded Challenge Grants for Technology in Education by the Education Department. The Challenge Grants, totaling $23 million, will fund projects for 5 years, allowing local partnerships to use powerful new technologies to transform their schools by linking them with the infinite online learning resources of the world's best libraries, universities, and museums.

Each Challenge Grant partnership between parents, schools, businesses, libraries, museums, and community organizations will match federal funds with substantial commitments for computers, software development, technical support, telecommunications services, and teacher training. The 24 Challenge Grant communities will also share their expertise with a total of 153 other school districts across the country.

Special Insert on Family Involvement *(See inside)*

In most cases, Challenge Grant recipients are integrating new technologies into state and local reform efforts to set high standards for students, which were encouraged by the Goals 2000: Educate America Act. Computers and online learning will contribute to student achievement by enhancing a challenging curriculum in reading, writing, science, math, history, the arts and other subjects.

In addition to strengthening learning in the core academics, each Challenge Grant project will also help students develop technical and job-related skills necessary in the changing economy to help smooth the transition from high school to college and careers.

The 1997 education budget provides nearly $57 million for technology Challenge Grants, which assures funding for this year's projects and also allows for a third round of grantees. Secretary Riley said that the 1996 Challenge Grant projects will more than double the impact of last year's ongoing efforts, which have already offered training for thousands of teachers and enriched classroom learning for 1.2 million students. Second-year funds have been provided to 1995 grantees, allowing them to expand the reach of their projects.

In addition to funding Challenge Grants, the 1997 education budget includes $200 million for a new Technology Literacy Fund, which will enable more local school districts to implement programs that use technology to improve the quality of education.

Recipients of the 1996 Challenge Grants for Technology in Education include the Berkeley Unified School District, Berkeley, Calif.; Hawaii State Department of Education, Hudson Public Schools, Hudson, Mass.; Seward Public Schools, Seward, Neb.; and Norfolk Public Schools, Norfolk, Va. CU

January Town Meeting Will Visit a "New American High School"

Last May 10 high schools across the country were awarded the distinction of "New American High Schools" and received the Seventh Annual Business Week Awards for Instructional Innovation. The January Town Meeting will visit one of these schools, which prepare students for a variety of career paths and postsecondary education with a blend of challenging academic and hands-on learning.

Entitled "The New American High School: Preparing Youth for College and Careers," the hour-long Town Meeting will air on Tuesday, January 21, at 8:00 p.m. Eastern Time. The program will be closed-captioned and will be simulcast in Spanish. (*Note: The Town Meeting will not be broadcast in December.*)

U.S. Secretary of Education Richard Riley and local educators and community leaders will explore how students can graduate from high school ready for either college or the workplace through an innovative curriculum that emphasizes solving problems, collaborating in teams, mastering new technologies, and making effective decisions.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, the Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax. Broadcast and cable Partners include Discovery Communications, the Public Broadcasting System, and Channel One.

Satellite coordinates are as follows ....

C-Band: Galaxy 4, Orbital Location 99 degrees West; Transponder 11; Horizontal Polarity; Channel 11; Downlink Frequency 3920 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: Telstar 401, Orbital Location 97 degrees West; Transponder 6; Horizontal Polarity; Channel 6; Downlink Frequency 11854 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station or Chamber of Commerce and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

Students Use Science to Solve Community Problems

A competition sponsored by Bayer Corporation and the National Science Foundation (NSF) encourages teams of middle school students to identify problems in their communities and use the scientific process to find solutions. The contest underscores how science can respond to real-world problems affecting teens and others such as homelessness and crime.

All students in grades 6-8 are eligible to enter the contest by creating a project that demonstrates the scientific process of asking questions, analyzing, and drawing conclusions.

The Bayer/NSF Award for Community Innovation will nominate a semifinalist team of four students in each of ten regions across the country. All semifinalist teams will earn a trip to Epcot Center to present their findings to a panel of judges as part of the Discover Magazine Awards for Technological Innovation.

The deadline for entering the contest is January 31, 1997. There is no registration fee. For more information, call 1-800-291-6020.

Additional science recognition programs include the Explorer-Vision Awards Competition, sponsored by Toshiba Corporation and administered by the National Science Teachers Association (NSTA). Children in grades K-12 are eligible to enter this contest, which asks students to envision technologies that could exist 20 years in the future. For more information, call 1-800-EXPLOR-9.

The Duracell/NSTA Scholarship Competition asks students in grades 9-12 to build battery-powered devices. For more information, call 1-800-255-4242. CU

Good News! *In the October issue, we reported on a landmark tentative decision by the Federal Communications Commission (FCC) regarding the rates charged to schools and libraries to have access to the vast educational resources on the Information Superhighway. A special Federal-State Joint Board of the FCC decided on November 7 to recommend to the full FCC that schools and libraries should receive deep discounts for telecommunication services, Internet access, and internal connections. Most schools will receive at least a 40 percent discount in start-up costs and ongoing charges. Half of all schools will receive a 65 percent discount, and one third of all schools will earn a discount of 80 to 90 percent, based on poverty and the high cost of service. The final FCC decision on rates charged to schools and libraries will be made by May 7, 1997.*

Partnership for Family Involvement in Education

Employers Get Involved in Education

Editor's note: The Partnership for Family Involvement in Education, launched by Education Secretary Richard Riley in 1994, has grown to more than 2000 employers, schools, and community, parent, education and religious groups. Employer members of the Partnership have developed an active steering group and have conducted activities to recruit more businesses to get involved in learning, as well as scheduling a national conference for May 15-16, 1997, with the theme, "Better Education is Everybody's Business." The efforts of two members of the Employers for Learning Steering Group from the Boston area are profiled below.

John Hancock. As part of the nationwide *America Goes Back to School: Get Involved!* effort, more than 100 business, university, cultural and human services leaders participated in the Principal/CEO Leadership Summit held at Boston's Madison Park Technical High School. According to Les Hemmings, General Director of John Hancock Financial Services, the program was designed to bring together all community and business leaders who have a stake in improving public schools. The Leadership Summit was sponsored by the Boston Compact, a local partnership of schools, businesses and community organizations that are working together to improve the quality of education and reach out to parents to get involved in the effort.

After completing individual site visits with principals of 70 schools in the city, the community and business leaders met for a televised panel discussion that was broadcast to every school in the city.

The Summit also celebrated the award of a $10 million Annenberg Challenge Grant that will be matched by Boston area businesses. The grant will provide the funds for education reform efforts such as strengthening professional development for teachers and administrators, and getting technology into schools.

Photo by Laurie Sullivan, courtesy of John Hancock

CEO/Principal Leadership Summit: Participants in the panel discussion were (L-R): Esther Kaplan, President of the Boston Cultural Partnership; Boston Mayor Thomas Menino; Bill Boyan, President and CEO of John Hancock Financial Services; Bob Gittens, Chairman of the Boston School Committee; Sherry Penney, Chancellor at the University of Massachusetts and Boston School Superintendent Tom Payzant .

Family Education Network (FEN). In order to help families play a more active role in their children's learning, the Family Education Network has launched an online service for parents. FEN's site is intended as a model that can be customized for local use in all 16,000 school districts across the nation.

FEN offers a combination of news, resources, information exchange, exciting projects, and online educational activities for the entire family. Tips for parents and advice from experts cover a range of practical issues such as communicating with teachers, interpreting report cards, and helping children with homework.

The Hingham, Mass., school system is the first to implement this innovative service, enabling the district to communicate directly with families about local events and school improvement activities. FEN is located at *<http://www.familyeducation.com>*. For a free brochure on the Family Education Network, call 1-800-927-6006 and ask for customer service. CU

Communities Report Success with READ*WRITE*NOW!

Communities across the country helped students strengthen their reading and writing skills by participating in the second annual READ*WRITE*NOW! program, the national initiative sponsored by the U.S. Department of Education and the Partnership for Family Involvement in Education. During the summer of 1996, an estimated one million children nationwide enrolled in the READ*WRITE*NOW! program.

*Like READ*WRITE*NOW!, the* America Goes Back to School *program encourages community involvement in learning. Recently, the National Coalition for Parent Involvement in Education promoted* America Goes Back to School *with an information fair, where the sixth grade class from Ross Elementary in Washington, D.C., participated.*

Many communities have reported their successful results, including Rocky Mount, N.C. More than 1300 children in Rocky Mount successfully completed the seven-week program. They read a total of 59,801 books, which was a 55 percent increase from the number of books read during the program in the summer of 1995.

The READ*WRITE*NOW! program pairs children of preschool age through grade 6 with a reading partner. The partner can be a parent, family member, teenager, community organization volunteer, or other caring adult who meets weekly with the participant for reading and writing activities. The child is also encouraged to read daily for 30 minutes and learn a new vocabulary word. The program challenges students to practice their reading and writing skills over the summer, a time when many students lose progress they have made during the school year.

Materials are available through the Education Department to support the READ*WRITE*NOW! program, including age-appropriate kits of learning activities and a guide for reading tutors. Limited supplies of 1996 materials are on hand. To request the materials, call 1-800-USA-LEARN or access the Education Department's home page at http://www.ed.gov (Click on "Special Initiatives").

We hope you'll send the results of your summer reading program. Write to the Partnership for Family Involvement in Education, 600 Independence Ave., S.W., Washington, D.C., 20202-8173.

New Publications Support Family Involvement

These recent publications are available via the U.S. Department of Education's Online Library at http://www.ed.gov. A limited supply of printed copies is also on hand and can be requested by calling 1-800-USA-LEARN.

- ***Just Add Kids*** This READ*WRITE*NOW! resource directory lists local groups that match up students with reading tutors and mentors, and other literacy organizations that serve children and their families. The Girl Scouts of the USA, Boys and Girls Clubs of America, Everybody Wins! Foundation, B'nai B'rith Youth Organization, American Library Association, and Phi Beta Sigma Fraternity are among the groups that help support READ*WRITE*NOW!

- ***Reaching All Families: Creating Family-Friendly Schools*** This booklet is designed for school administrators and teachers in their efforts to involve parents and families as more active participants in their children's education. Suggested strategies are appropriate for all students, including students with special needs.

- ***The Role of Leadership in Sustaining School Reform: Voices from the Field*** Case studies are presented involving principals and other school leaders who have successfully sustained school improvement efforts over the long-term by developing local partnerships and involving parents. CU

Welcome, New Partners!

A total of 580 Flagstar Hardee's restaurants have joined the Partnership for Family Involvement in Education. The Partnership now comprises over 2000 members who are committed to helping families fulfill their central role in learning.

Located primarily in the Southeast, Flagstar Hardee's restaurants are helping local schools raise money during the 1996-97 school year for technology and other school improvement programs. "We're delighted to join this exciting venture," said Craig Bushey, president of Flagstar Hardee's. "We have a history of being good and responsible corporate neighbors, and through this effort we'll be able to continue that tradition by making a significant contribution toward improving our schools." Secretary Riley commends Flagstar Hardee's for being a corporate leader in this effort.

BEST COPY AVAILABLE

Americans Support Bipartisan Spirit on Education Priorities

National polls and election results show that Americans put a high priority on investing in education and support the bipartisan spirit that produced the 1997 education budget agreement for initiatives in the U.S. Department of Education.

Parents, educators, employers, and other citizens recognize that in order to be ready for the 21st century, America's students need schools that challenge them to high standards and emphasize the basics such as reading, math, and science; teach computer literacy and provide access to computers in the classroom; prepare youth for a variety of options for careers and postsecondary education; promote teacher excellence; and reach out to involve families and the broader community. The public also supports expanding opportunities for students from middle income, low income, and working families to attend college. Access to college will be critical to help students navigate the rapid changes of the economy in the 21st century.

The Education Department has initiated several major efforts to respond to the public's education goals. President Clinton has issued a Reading Challenge, asking all Americans to be part of a national, bipartisan effort to ensure that children can read independently by the end of the third grade. Children will need a higher level of literacy than ever before to succeed in the workplace of the 21st century and gain new skills to adapt to a changing economy.

The most recent National Assessment of Educational Progress showed that many of our students need extra support to read well: 40 percent of all 4th grade students are reading below basic level. The Reading Challenge will help parents be their children's first teachers, expand the Head Start program to one million children, recruit a million trained tutors working with a reading specialist to provide extra after-school and summer instruction, and test for results to make sure America's children are improving in reading.

To boost math and science achievement, U.S. Secretary of Education Richard Riley announced that the Education Department will join the Academy of Sciences and National Science Foundation to sponsor meetings across America to rally support for better teacher training and improvements in curriculum, textbooks, and testing. Although American students are performing better in science since scoring below average on an international assessment in 1991, U.S. students' achievement in math remains below the international average.

A report released last month by the Education Department, entitled *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum and Achievement in International Context*, shows that American students spend as much or more class time on math than youth in other countries. However, the math curriculum in U.S. schools focuses less than other countries on helping students to understand concepts and solve real problems.

"Every student should enter junior high school with a firm grasp of arithmetic," said Secretary Riley, "but, clearly, employers want problem solvers, people who have mastered the basics and can apply that knowledge to new situations."

In addition to new efforts to improve K-12 learning, the Education Department will expand opportunities for many students to attend college. The 1997 education budget increases funding for Pell Grants and work study options that make college more affordable for disadvantaged students. Building on that success, President Clinton's HOPE scholarships proposal would provide support for students who do not qualify for need-based grants but still find college out of reach financially. The HOPE scholarships would allow a $1500 refundable tax credit for first-year college students as well as to second-year students who earn at least a B average. This tax credit would be sufficient to cover the full cost of tuition at an average community college and would make a down payment at a more expensive four-year school. Combined with a proposed $10,000 tax deduction for college costs, the HOPE scholarships and increases in Pell Grants could open the doors wide to college for students from middle income, working, and low-income families who want to improve themselves by enrolling in America's higher education institutions.

The new baby boom is straining school facilities in school districts throughout America. In many communities, school buildings are suffering from age. With a great deal of bipartisan support from local educators, President Clinton proposed a $5 billion fund to assist local communities in paying for the interest on school bonds to help defray the cost of new construction and renovation.

The President will include these education initiatives in the balanced budget plan he will send to Congress in February. While education in America will always remain a local and state responsibility, bipartisan interest in targeted issues of nationwide concern makes it possible for all Americans to work together to move education forward. CU

Parents, educators, employers, and other citizens recognize that in order to be ready for the 21st century, America's students need schools that challenge them to high standards.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO G-17

FIRST CLASS

Issue No. 42

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Involve the Entire Community to Discourage Truancy, Town Meeting Audience Learns

In the November Satellite Town Meeting, viewers learned of exemplary efforts to combat truancy across the country in communities such as Morristown, N.J.; Memphis, Tenn.; St. Paul, Minn.; Laredo, Texas; and Los Angeles, Calif. The key to success in local efforts to get youth back in school and engaged in learning, viewers heard, was creating broad partnerships among parents, school officials, employers, law enforcement, social service agencies, and other community groups.

Guest panelist Diane McCarthy, President of the Western Maricopa Coalition in Glendale, Ariz., related why her business group took the lead on the truancy problem. "These are their future employees, and if students are going to school and educated, they will have a better workforce," she said.

Mentors from the community were integral to the success of other efforts. Guest panelist Janet Ransom, Supervisor of the Truancy Intervention Project of the Fulton County Juvenile Court in Atlanta, Ga., told how volunteer lawyers from the Atlanta Bar Foundation who represent truant youth in court also serve as role models. A taped report on the Truancy Pilot Program in New Haven, Conn., showed how students' own peers mentor them and help design contracts to improve attendance.

Mayor Wellington Webb of Dever, Colo., and Mayor Nancy Graham of West Palm Beach, Fla., joined the program by telephone. Mayor Webb spoke of Denver's successful Safe Cities program, which combines visits to homes of truant students by social workers with after-school activities and a curfew.

Guest panelist Kelly Blanton, superintendent of the Kern County Schools in Bakersfield, Calif., emphasized the importance of responding to students' individual learning needs to keep them engaged in school. "Different students react to different learning styles and different courses. If they're successful, they keep coming back," he said.

There is no one-size-fits-all solution to truancy, said guest panelist Linda Harrill, President and State Director of Communities in Schools in Raleigh, N.C. "There are a lot of good programs, but each community has to figure out what works for them," she said.

Assistant Secretary Gerry Tirozzi reminded the audience that federal programs such as Goals 2000 and Safe and Drug-Free Schools allow communities flexibility to fashion their own programs. "The work gets done on the local level," said U.S. Secretary of Education Richard Riley. "We can be helpful with resources, but the ingenuity, the effective use of funds, and the sensitivity exemplified by our panel are really what makes a difference."

The Education Department has resources to help communities reinforce positive student behavior. The *Manual to Combat Truancy* offers practical advice and summaries of successful programs. *Creating Safe and Drug-Free Schools: An Action Guide* covers a variety of school safety issues. To request materials, call 1-800-624-0100. CU

Community Update is published
Assistant Secretary
Senior Director
Editor
Designer

Community Update

No. 43, January 1997
U.S. Department of Education

Stronger Focus Needed in Improving Math Education, Study Shows

The Third International Mathematics and Science Study, or TIMSS report, showed that U.S. eighth graders scored above average in science but below average in math compared to their counterparts in the United Kingdom, Canada, France, Germany, and Japan. The TIMSS report is the most thorough international study of math and science education ever conducted, comparing the performance of 500,000 students, of whom 40,000 are Americans.

U.S. Secretary of Education Richard Riley emphasized that America's students must demonstrate excellence in problem-solving and quantitative skills in order to compete for jobs in the international economy. "Our own National Assessments of Educational Progress show our students have improved in math since the early 1980's, but it appears students in other nations are moving up, too. For U.S. students, average is just not good enough," Secretary ~~Riley~~ said.

The TIMSS report investigated numerous factors that could explain the weaker math performance of U.S. students. A comparison of classroom time devoted to math found that American students spend as much or more time in class discussing math than their counterparts in Germany and Japan. Time spent studying math out-of-class was found to be equivalent for U.S. students and their German and Japanese peers.

What researchers discovered, based on videotapes of classroom instruction, is that U.S. teachers don't teach to America's own math standards developed by the National Council of Teachers of Mathematics, although they are generally aware of these standards. Unlike many American students, Japanese students are trained to understand math concepts and apply knowledge to solve real problems along with the basics of arithmetic. The study also found that the topics taught in the U.S. math curriculum for eighth graders compare to the seventh grade level in leading countries.

"The data appear to be telling us that we need to examine what's actually going on in the school and the classroom," Secretary Riley said.

To boost math and science achievement for U.S. students, the Education Department will join the Academy of Sciences and National Science Foundation to sponsor meetings across America to rally support for better teacher training and improvements in curriculum, textbooks, and testing. But no school or community should wait, Secretary Riley said. He expressed hope that teams of teachers, principals, and curriculum specialists from local schools across the country will explore now how the challenging standards and successful teaching practices recommended by the National Council of Teachers of Mathematics can be put in place in their classrooms.

Secretary Riley has also urged the nation's colleges and universities to strengthen teacher preparation, suggesting that the guidelines from the National Commission on Teaching and America's Future be followed. Together with the TIMSS study, the Commission on Teaching recommendations offer school, parent, and community leaders concrete ways to make significant improvements. The commission has called for high standards in teacher training, more opportunities for apprenticeships, mentoring by master teachers, and work schedules that permit ongoing professional development.

The TIMSS report is available on the Education Department's web site at http://www.ed.gov/NCES/timss.

(For more information on resources and services to help strengthen math education in your local schools, see article p. 6.) CU

Special Insert on Family Involvement (See inside)

Note Change in January Satellite Coordinates

The KU-Band coordinates for the January Satellite Town Meeting have changed since the December issue of Community Update. *Updated satellite coordinates are as follows:*

C-Band: *Galaxy 4, Orbital Location 99 degrees West; Transponder 11; Horizontal Polarity; Channel 11; Downlink Frequency 3920 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).*

Ku-Band: *SBS-6, Orbital Location 74 degrees West; Transponder 4; Vertical Polarity; Channel 4; Downlink Frequency 11798.5 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).*

Entitled "New American High Schools: Preparing Youth for College and Careers," the hour-long Town Meeting will air on Tuesday, January 21, at 8:00 p.m. Eastern Time. The January Satellite Town Meeting will feature the school community of Fenway Middle College High School in Boston, Mass.

Call 1-800-USA-LEARN for further information or to register your participation.

February Town Meeting Will Explore Making College More Accessible

The February Satellite Town Meeting will offer practical advice to students and their families on financing a college education through savings strategies, scholarship sources, and state and federal loans.

Entitled "Making College More Accessible" the hour-long Town Meeting will air on Tuesday, February 18, at 8:00 p.m. Eastern Time. The program will be closed-captioned and simulcast in Spanish.

U.S. Secretary of Education Richard Riley and panel guests will share how college can be affordable for all students and how planning ahead can help students succeed at both two-year and four-year institutions.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, the Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax. Broadcast and cable partners include Discovery Communications, the Public Broadcasting System, and Channel One.

Satellite coordinates are as follows ....

C-Band: Galaxy 9, Orbital Location 123 degrees West; Transponder 2; Horizontal Polarity; Channel 2; Downlink Frequency 3740 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

Ku-Band: Telstar 401, Orbital Location 97 degrees West; Transponder 6; Horizontal Polarity; Channel 6; Downlink Frequency 11854 MHz; Audio Subcarriers 6.2 MHz (Spanish) and 6.8 MHz (English).

To participate in the Satellite Town Meeting, contact your local Public Broadcasting System (PBS) member station or Chamber of Commerce and ask if your group can use the facility as a downlink site. Call 1-800-USA-LEARN for further information or to register your participation. CU

Discovery Rebroadcast of Town Meetings Will Move to Learning Channel

Beginning February 28, 1997, the Discovery Network's rebroadcasts of the Education Department's Satellite Town Meetings will move to Discovery's sister network, The Learning Channel (TLC). The Town Meetings will air monthly on Fridays from 11 a.m. to 12 noon Eastern Time as part of an ongoing series designed to explore how schools across the country are coping with challenges and finding solutions.

TLC will alternate the Satellite Town Meetings with the "Best Seat In The Class" and "Practically Speaking" programs in the Friday morning time slot. The programs have similar goals of presenting timely and relevant discussions of key issues at the top of the education agenda.

The TLC cable network reaches more than 53 million homes in the United States. Below is the schedule of rebroadcasts of the Satellite Town Meetings on the Learning Channel:

Friday, February 28, 1997
at 11 a.m. E.T.
"New American High Schools: Preparing Youth for College and Careers"

Friday, March 28, 1997
at 11 a.m. E.T.
"Making College More Accessible"

Friday, April 25, 1997
at 11 a.m. E.T.
"School-to-Work Opportunities: Workplaces as Learning Environments"

Friday, May 23, 1997
at 11 a.m. E.T.
"Charter Schools, Magnet Schools, and Other Choices in Public Education"

Friday, June 27, 1997
at 11 a.m. E.T.
"Becoming a Reading, Literate Society"

Friday, July 4, 1997
at 11 a.m. E.T.
"Ready to Learn: Preparing Young Children for School Success"

Partnership for Family Involvement in Education

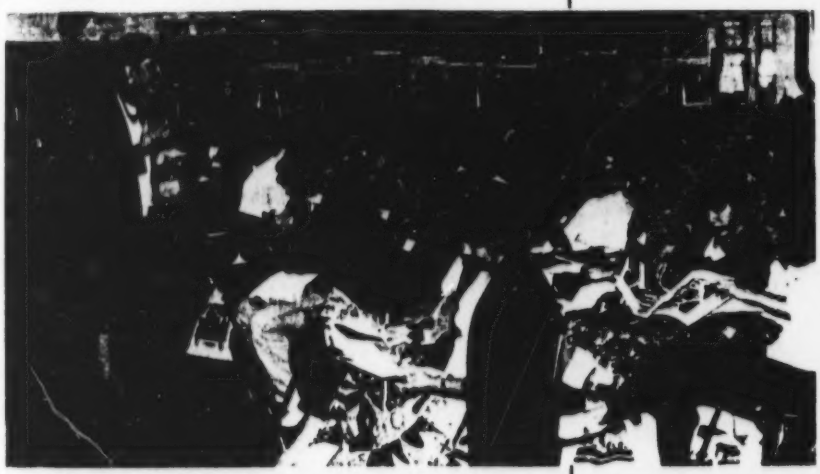
San Diego Schools Reach Out to Involve Parents

Last November, the San Diego, Calif., Unified School District held a day-long series of workshops designed to help parents get more involved in their children's learning. More than 1500 parents and school staff participated in the workshops with sessions conducted in 8 different languages: Cambodian, Hmong, Lao, Vietnamese, Pilipino, Somali, Spanish, and English. Parents could choose among a variety of topics, some applying to children of all ages and some targeted to specific grade levels, including "Helping Your Child with Homework," "How to Communicate Effectively With Your Child," "Taming the TV Monster," "How Can I Get My Child to Read," and "College Financial Aid: What Parents Need to Know."

"The number one thing we want is for parents to feel more empowered, more confident to be involved in the education of their children," said Gina Goss, chairwoman of the district's advisory group on parent-teacher involvement.

The district used facilities at two campuses for its 9th annual parent involvement conference. Day care for 350 children of attendees was provided at Euclid Elementary. The workshops were held at Crawford High School with lunch arranged for all participants. Attendees also received special T-shirts and book bags to carry conference materials and a packet of brochures with practical advice, including a working parent's survival manual and a college and financial aid planning guide. The district also distributed materials from the U.S. Department of Education with tips for how parents can help their children succeed in school and how schools and communities can actively support family involvement in learning.

Parent and community volunteers and local businesses donated time and resources to make the conference possible with a budget of $52,000. Target Stores, San Diego Gas & Electric, the Lightspan Partnership, and the San Diego Unified Council of PTAs provided small grants. The Navy helped, too, with 26 sailors from the frigate Lewis B. Puller under Commander Jeff Lee setting up tables, stuffing book bags, and delivering lunches. Federal grant money paid for some of the parents' $25 participation fee, and other parents paid for themselves.



The San Diego Unified School District conducted parent involvement workshops in 8 languages, including this session in Spanish led by Maria Escude Reifler.

The conference schedule was designed by a steering committee of 27 organizations, with input from experts on ethnic and racial diversity as well as issues such as migrant education and leadership. The extensive conference schedule, with descriptions of each workshop choice, was printed in both English and Spanish.

Jeana Preston, co-chair of the conference, emphasized the critical role that parents play in helping their children succeed in school. "We're trying to tell parents there are certain things they need to know if their kids are going to function well in our school system," she said. EU

U.S. Education Secretary and Noted Business Leaders Will Address Business-Education Summit

Margarita Colmenares, Director, Corporate Liaison of the Education Department, recently presented certificates of recognition to the Mattel Foundation, Southern California Edison, and the Los Angeles Annenberg Metropolitan Project for their programs that support family involvement in education. Pictured with Colmenares are (l. to r.) Sidney Thompson, Superintendent of the Los Angeles Unified School District, and Wally Fassler, Regional Vice President, Chevron U.S. A. Products Company.

Leading educators and employers from across the country will examine how to strengthen school-business partnerships that promote family involvement in education at The Conference Board's 1997 Business and Education Conference. The meeting, with the theme "Better Education is Everybody's Business," will be held May 15-16 in Boston, Mass.

U.S. Secretary of Education Richard W. Riley will give a progress report on the Partnership for Family Involvement in Education, a grassroots coalition of more than 2,400 schools, businesses, and community, education, parent and religious organizations. These partners have taken a lead role in supporting education improvement through the development of local family, school and community partnerships that strengthen family involvement in children's learning.

The conference will feature leading organizations involved in improving the quality of education through a wide variety of business/education partnerships, including John Hancock Financial Services, Southern California Edison, Hewlett-Packard Company, United Airlines, Hemmings Motor News, IBM, Pizza Hut Inc., Mattel Corporation, the Family Education Network, ACT Inc., and Work/Family Directions.

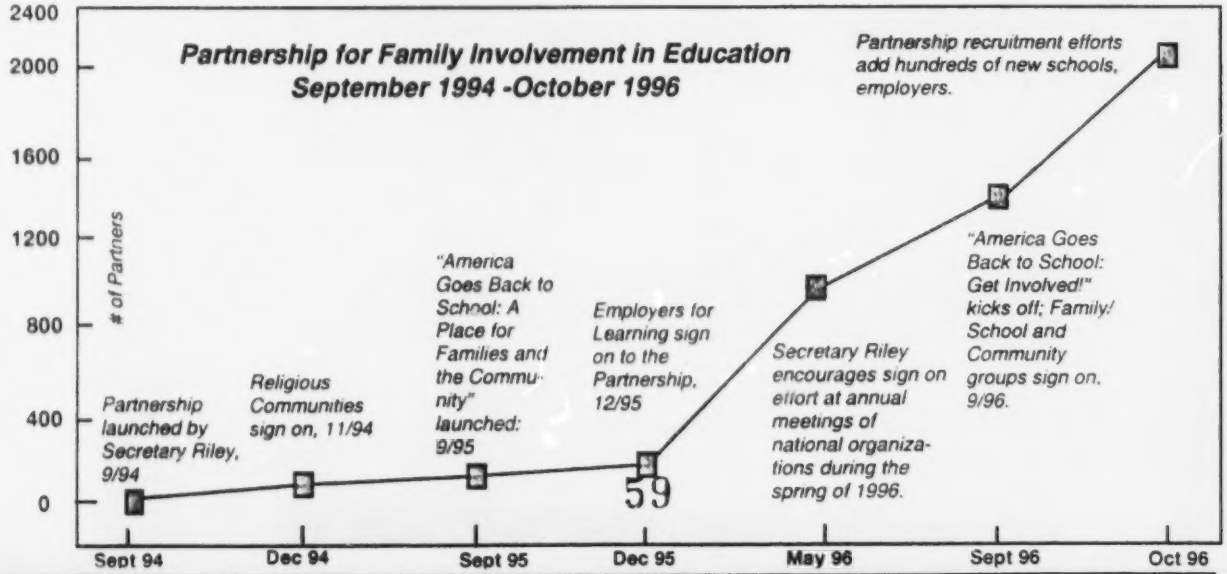
Case studies focusing on internal company policies and practices supporting family involvement in education will be presented at the meeting. Experts will discuss how companies articulate and share the benefits of educational programs with managers and employees, including how educational initiatives strengthen employee loyalty.

Afternoon sessions will focus on external partnership building to support family and employee involvement in education. Topics to be covered include how to recruit top management support for programs, and how technology can be used to strengthen family involvement in learning.

Speakers addressing the conference include Peter Block, Founding Partner, Designed Learning; Siegrid Charbonnet, President and CEO, The Northeast Tarrant Chamber of Commerce; Ernesto Cortes, Jr., Director, Industrial Areas Foundation; Ed Doherty, President, Boston Teachers Union Local #66; Neil Sullivan, Executive Director, Boston Private Industry Council; and Robin Willner, Director, Social Corporate Policy and Programs, IBM Corporation.

The Conference Board will announce its 1996 "Best in Class" Awards at a luncheon sponsored by *Working Mother* magazine. These awards recognize leading American companies that have strengthened primary and secondary education with this year's focus on family involvement policies and practices. The conference will also present a special award to recognize leadership in the nationwide Partnership for Family Involvement in Education.

For further information on the conference, call The Conference Board's Customer Service Department at (212) 339-0345, fax (212) 980-7014, or e-mail <*orders@conference-board.org*>. CU


Partnership for Family Involvement in Education
September 1994 -October 1996
# of Partners
2400
2000
1600
1200
800
400
0
Partnership launched by Secretary Riley, 9/94
Religious Communities sign on, 11/94
"America Goes Back to School: A Place for Families and the Community" launched: 9/95
Employers for Learning sign on to the Partnership, 12/95
Secretary Riley encourages sign on effort at annual meetings of national organizations during the spring of 1996.
"America Goes Back to School: Get Involved!" kicks off; Family/ School and Community groups sign on, 9/96.
Partnership recruitment efforts add hundreds of new schools, employers.
Sept 94
Dec 94
Sept 95
Dec 95
May 96
Sept 96
Oct 96

Third Graders Who Read Well Is the Goal of the *America Reads Challenge*

In order to succeed in the Information Age and the workplace of the 21st century, children will need a higher level of literacy than ever before. Research has shown that the third grade is a pivotal point in children's development when good reading skills unlock their potential to learn in all subjects and succeed in school. Poor literacy skills in the early grades have been linked to dropping out, engaging in delinquent behavior, and having far fewer employment options.

The most recent National Assessment of Educational Progress showed that many young Americans need extra support to read well: 40 percent of all 4th grade students are reading below basic level. On August 28, 1996, President Clinton announced the *America Reads Challenge*, asking all Americans to be part of a national, bipartisan effort to ensure that children can read independently by the end of the third grade.

The *America Reads Challenge* will combine volunteer efforts with federal support that remains within the framework of President Clinton's overall balanced budget plan. Funds exist in the 1997 education budget for the *America Reads Challenge*, but Congress has yet to earmark the funds.

A volunteer force of parents, educators and librarians, senior citizens, employers, employees, college work study and community service students, and members of religious, cultural, and community groups will be the backbone of the *America Reads Challenge*. The goal is to recruit one million volunteers who will be assisted by 30,000 reading specialists and coordinators across the country through the *America Reads* new funds to the U.S. Department of Education and Corporation for National Service. After-school and summer instruction works best when it's coordinated between the classroom and tutoring sessions so that lessons are reinforced both inside and outside of school and students make continual progress.

In addition to mobilizing a volunteer reading corps, *America Reads*, when funded by Congress, will provide grants to local communities and organizations, along with national and regional groups, to help parents be their children's first reading teachers. Business and nonprofit groups will be encouraged to get involved with schools and libraries in the same way they have participated in the Education Department's national reading and writing program, READ*WRITE*NOW! The Head Start program will be expanded to boost the early reading success of one million 3- and 4-year-olds.

The *America Reads Challenge* will build on successful existing efforts to strengthen students' reading skills. To get involved now, you can request materials from the Education Department by calling 1-800-USA-LEARN or accessing the Education Department web site at <http://www.ed.gov>:

- The *READ*WRITE*NOW! Basic Kit* provides reading and writing learning activities to be completed with an adult reading partner.
- The *READ*WRITE*NOW! Partners Tutoring Program* provides tips for reading tutors.
- *Just Add Kids* is a resource directory listing local groups across the country that link students with reading tutors and mentors.
- *Learning to Read: Reading to Learn. Helping Children with Learning Disabilities to Succeed* offers practical advice for assisting children with special needs.

A number of national organizations have local affiliates able to match children with reading tutors to help them improve their reading and writing skills. For more information, contact the following groups:

American Library Association
(312) 944-6780

B'nai B'rith Youth Organization
(202) 857-6633

Boys and Girls Clubs of America
(404) 815-5700

Everybody Wins! Foundation
(212) 832-3180

Girl Scouts of the USA
(212) 852-8000

International Reading Association
(302) 731-1600, extension 220

Reading Is Fundamental
(202) 287-3220

Book PALS
(202) 331-1550

*Girl Scouts of the USA is a key partner in the READ*WRITE*NOW program. In Houston, over 900 Girl Scouts participated in a training program to become reading tutors.*

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 43

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

175134
Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244-

National, State, and Local Resources Support Math and Science Achievement

The new international study on math and science achievement (TIMSS) has focused attention on the need to upgrade teaching and learning in these subjects. (See story p. 1). Educators, parents, and community and business leaders interested in improving math and science education can draw from a wealth of national, state, and local resources. The U.S. Department of Education's Eisenhower National Clearinghouse catalogues K-12 math and science curriculum materials, including print, video, and multimedia resources, and disseminates information about the collection online and through publications. The Clearinghouse collaborates with a national network of 10 Eisenhower Regional Consortia that work directly with local school districts in their areas to implement exemplary teaching practices in math and science. The Regional Consortia also refer teachers to a variety of professional development opportunities.

For more information on the Eisenhower National Clearinghouse, and a brochure describing the activities of the Regional Consortia and contacts in your area, call 1-800-621-5785 or e-mail <info@enc.org>. You can access the online resources of the Clearinghouse via the World Wide Web at <http://www.enc.org>. The complete version of highly acclaimed standards developed by the National Council of Teachers of Mathematics is also available at <http://carson.enc.org/online/NCTM/280dtoc1.html>.

The Education Department has published a new booklet in the "Achieving the Goals Series," entitled *Goal 5: First in the World in Math and Science*. The booklet compiles programs and grant opportunities of 18 federal agencies, emphasizing those that utilize technology to advance learning goals. Program descriptions list complete contact information, including an Internet address.

To request a copy of *Goal 5: First in the World in Math and Science*, call 1-800-USA-LEARN. The booklet is also available from the Education Department's online library at <http://www.ed.gov/pubs/residr.html>.

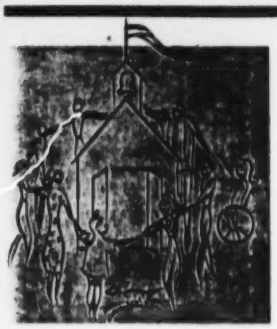
In Illinois, a consortium of 20 school districts in suburban Chicago is serving as a model for how local schools can use newly available international data on math and science achievement to improve teaching and learning. The "First in the World Consortium" is an organization of local school districts that administered the TIMSS achievement test to 3000 students in grades 4, 8, and 12 in 1996. The consortium received a grant from the Education Department to support their efforts to improve curriculum, professional development, teaching, and their own student testing program, and involve parents in math and science learning, based on their TIMSS results. The grant will also support reaching out to other districts that are interested in starting a similar project.

For more information on the First in the World Consortium, contact Paul Kimmelman at (847) 272-6880, extension 223.

The Family Math program helps parents participate more in their children's math education, providing activities for out-of-school sessions so families can engage in hands-on learning together. For more information about Family Math, or to start a program in your area, call (510) 642-1823 or e-mail <vhthomp@uclink4.berkeley.edu>. CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs.

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JOY BEGIN
Designer
BARBARA JULIUS



Community Update

No. 44, February 1997
U.S. Department of Education

An Important Time for American Education

***Editor's note**: Last month, President Clinton reappointed Richard W. Riley as U.S. Secretary of Education for the second term of the Clinton administration. Below is a statement from Secretary Riley regarding the nation's education agenda as America moves toward the next century.*

This is an important time for American education. The American people are tuned in to education and have made it one of their highest priorities. We have more children than ever before in our nation's schools, and we will be breaking enrollment records for the next 10 years. And our schools must continue to pick up the pace to meet the challenges of the Information Age.

Yet, as always, public education must play its traditional and vital role of passing on to each new generation the uniqueness of what it means to be a "good citizen." The common school, full of Americans of every race, creed and ethnic background, remains the great bastion of our democracy. Schools and parents working together are central to our efforts to have our children grow up free of violence and drugs.

During the last four years much has been accomplished. President Clinton has broken new ground on many fronts — the creation of a new direct lending program, strong support for charter schools, significant new investments in technology, historic religious guidelines for our public schools, a new emphasis on partnership rather than regulation, and strong leadership to establish national standards of excellence.

During the election the voters listened very carefully as the president laid out a very bold mainstream education agenda for the second term. It is a forward-looking agenda, from improving literacy, to connecting up to the Internet, to greater access to college for many more Americans. I am excited to help the president and the vice president in this effort.

Equally important, in re-electing the president, the voters rejected the "blame the public education crowd." The American people sent a very clear message that they want those of us in Washington to focus in on positive and concrete solutions. In that spirit, I sincerely hope that the Congress will move beyond the issue of whether or not the Department of Education should exist or not exist. To my way of thinking, the American people made it very clear that they want someone at the cabinet table speaking up for education.

U.S. Secretary of Education Richard W. Riley reads to a young boy.

Improving education should be at the center of a bipartisan agenda that prepares our great country for the coming times. I urge Americans of all political persuasions to see the improvement of education as our great patriotic cause as we move forward to the 21st century.

Richard W. Riley

Improving education should be at the center of a bipartisan agenda that prepares our great country for the coming times.

Special Insert on Family Involvement
(See inside)

Note Change in February Satellite Coordinates

The KU-Band coordinates for the February Satellite Town Meeting have changed since the January issue of Community Update. Updated satellite coordinates are as follows . . .

***C-Band**: Galaxy 9, Orbital Location 123 degrees West, Transponder 2, Horizontal Polarity, Channel 2, Downlink Frequency 3740 MHZ, Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).*
***Ku-Band**: SBS-6, Orbital Location 74 degrees West, Transponder 12, Vertical Polarity, Channel 12, Downlink Frequency 11994.5 MHZ, Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).*

Entitled "Making College More Accessible," the hour-long Town Meeting will air on Tuesday, February 18, at 8:00 p.m. Eastern time and will be broadcast from Atlanta, Georgia. Call 1-800-USA-LEARN for further information or to register your participation.

March Town Meeting Will Explore School-to-Work Opportunities: Workplaces as Places to Learn

The March Satellite Town Meeting will offer practical advice to schools, communities, parents and students regarding school-to-work opportunities. Entitled "School-to-Work: Preparing Young People for Careers" the hour-long Town Meeting will air on Tuesday, March 18, at 8:00 p.m. Eastern time.

The Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Bayer Foundation, the Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax. Broadcast and cable partners include Discovery Communications, the Public Broadcasting System, and Channel One.

The satellite coordinates are as follows . . .

C-Band: Galaxy 9, Orbital Location 123 degrees West; Transponder 2; Horizontal Polarity; Channel 2; Downlink Frequency 3740 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS-6, Orbital Location 74 degrees West; Transponder 15; Horizontal Polarity; Channel 15; Downlink Frequency12068.0 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting System (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, hotels, or even private residences with satellite dishes. Call 1-800-USA-LEARN for further information or to register your participation. CU

OCRE to Air Teleconference on Connecting Rural Schools and Communities to the Information Superhighway

Organizations Concerned About Rural Education (OCRE), a coalition of 25 national organizations working to improve education in rural America, will broadcast a live teleconference on Tuesday, March 25 to promote information technologies for rural schools and their communities. OCRE represents more than one hundred million educators, farm and rural groups, health associations and communications companies.

The teleconference will offer case studies of successful technology models, and engage educators, government officials, and business and community leaders in an interactive conversation on how to technology can help revitalize and improve rural schools and communities.

"The ability to use computers to solve problems, gather information and communicate with others is rapidly becoming essential in the American workplace," U.S. Secretary of Education Richard W. Riley said. "American schools must prepare their students for this increasingly complex world . . . and we must bring technology into the classroom."

The live teleconference, distributed by the Public Broadcasting System (PBS) and produced in conjunction with the U.S. Distance Learning Association, will originate in Washington, D.C. The teleconference will be available to downlink sites throughout the nation. Among those invited to participate at the origination site are President Clinton, U.S. Secretary of Education Richard W. Riley, U.S. Secretary of Agriculture Daniel R. Glickman, and Federal Communications Commission Chairman Reed Hundt. Information on establishing a downlink site is available from PBS at 1-800-257-2578. CU

Special Insert on Family Involvement

Partnership for Family Involvement in Education

Miss America Speaks Out in Support of *America Reads*

Editor's note: *The America Reads Challenge asks citizens to volunteer to be part of a national, bipartisan effort to ensure that children can read well and independently by the end of third grade. Parents, educators and librarians, senior citizens, employers, employees, college work study and community service students, and members of religious, cultural, and community groups will be encouraged to become reading tutors and reading partners, assisted by reading specialists and coordinators across the country. Miss America 1997, Tara Holland, will be one of several spokespersons for America Reads. In keeping with her "Literacy in America: The Power of One" platform, Miss America will reach out to individuals to get involved in making a difference in the lives of children by helping to strengthen their reading skills.* ***Community Update*** *interviewed Miss America about her involvement with America Reads. Below are excerpts.*

CU: ***Why is the issue of literacy so important?***

Miss America: Reading is the most important key to children's success in life. Obviously we read in every single job that we do. If we're going to educate our children properly, they have to be able to read and write well.

CU: ***What can people do to make a difference in helping children read well by the end of the third grade?***

Miss America: People can get involved in the *America Reads Challenge* by becoming tutors and volunteers, by reading to children and allowing children to read to them at home and at school. We know that the more practice you get, the better you become. I think it's also really important to share with kids that it's fun to read. If they don't see anyone reading around them or think it's a fun activity, then they're less likely to do it. We need to make sure as parents and friends and older siblings that we read with them. I very much support the older children in the home reading with the younger children. Not only does it increase family unity, but it also improves the older child's reading skills along with the younger child's skills.

CU: ***What is the connection between improving adult literacy and improving literacy for children?***

Miss America: If you have parents or a parent who cannot read, then it's very likely that you're not going to be able to read. It becomes a perpetuating cycle. Parents who can't read are not able to read to their children. The two best ways to make a child ready to go to school are to read to that child and make reading materials available in the home. CU

Tara Holland, the 1997 Miss America, met with U.S. Secretary of Education Richard W. Riley to discuss her support of the America Reads Challenge.

Free Publications Available from the U.S. Department Of Education

A New Understanding of Parent Involvement: Family-Work-School. These conference proceedings of the April 1996 conference held at Teachers College of Columbia University include summaries of current research and good practices that support family involvement in education. To order, call toll free: 1-800-USA-LEARN.

***Learning Partner* booklets on helping children learn.** These give parents ideas for helping their child strengthen various academic and school-related skills. A two-page sheet has also been created from each booklet listing things families can do at home and describing a few home activities. The following titles are available:

Being Responsible!	*Let's Get Ready for School!*
Get to School Safely!	*Let's Read!**
Let's Be Healthy!	*Let's Succeed in School!*
Let's Do Geography!	*Let's Use the Library!*
Let's Do History!	*Let's Use TV!*
*Let's Do Math!**	*Let's Write!**
*Let's Do Science!**	*Let's Do Art!*

[*Also available in Spanish]

To request a free copy of these *Learning Partner* sheets, write to:

U.S. Department of Education
Office of Educational Research and Improvement
National Library of Education
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5721

March Is National Middle Level Education Month

Launched by the National Association of Secondary School Principals (NASSP) in 1987, and supported by the National Middle School Association (NMSA), National Middle Level Education Month is dedicated to "Making a Difference in the Middle: High Standards, High Expectations for All." During the month-long celebration in March, community members and parents are encouraged to visit local middle schools and learn how they can get involved. For more information, contact NASSP's Office of Middle Level Services, 1904 Association Drive, Reston, VA 20191 or call 1-800-253-7746. Information is also available through NMSA at 1-800-528-6672.

College Presidents Pledge Student Tutors for the "America Reads" Challenge

In response to President Clinton's request, Congress has created 200,000 new work study jobs on college campuses. A large portion of work-study will be devoted to community service. Twenty-one college presidents of the new *America Reads Challenge* College Presidents Steering Committee have pledged that half of their new work-study slots will be dedicated to the *America Reads Challenge*. They have also pledged to recruit additional colleges for this effort.

It is anticipated that 100,000 student tutors will be getting involved in this effort at the outset. If a student works as a reading tutor, colleges will no longer be required to pay one-quarter of that student's work-study costs. President Clinton has appointed Carol Rasco as special assistant to Secretary Riley and director of the *America Reads Challenge*. Ms. Rasco previously served at the White House as assistant to the president for domestic policy. Members of the Partnership for Family Involvement in Education and the community at large are encouraged to get involved in this nationwide mentoring and literacy effort.

Calendar

January 31 - *Houston announces it is the first America Reads Challenge city with Secretary Riley*

March - *Middle Level Education Month*

April 4 - *"Leave No Family Behind Parental Inclusion and Involvement: Title I Schoolwide Network Project Conference cosponsored by the American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals*

May 15-16 - *"Better Education Is Everybody's Business" Conference cosponsored by members of the Partnership for Family Involvement in Education and The Conference Board*

Master Teachers Can Now Seek National Certification of Excellence

The National Board for Professional Teaching Standards (NBPTS), a nonprofit, independent organization, has awarded National Board Certification to 511 teachers nationwide as a symbol of professional teaching excellence. Offered on a voluntary basis, National Board Certification complements, but does not replace, state licensing. National Board Certification establishes standards of excellence for experienced teachers and presents an opportunity for professional growth to teachers nationwide.

"I firmly believe that we must recruit, support, and retain the most talented people into teaching," U.S. Secretary of Education Richard W. Riley said. "We must invest in high-quality teacher preparation and ongoing professional development, and that investment needs to be made at the school, state, and national levels. We must require tougher licensing and certification standards for teachers, and increase dramatically the number of teachers who meet the demanding standards of the National Board for Professional Teaching Standards."

Some communities and states are taking actions to reward teachers for seeking National Board Certification. Others are exploring ways to employ these recognized master teachers to not only teach students, but mentor and help improve the skill of other teachers. The standards of excellence of the NBPTS are based on five core propositions: teachers are committed to students and their learning; teachers know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers think systematically about their practice and learn from experience; and teachers are members of learning communities.

Based on these propositions, the NBPTS is setting advanced standards in more than 30 certificate fields. The certificates are structured around student developmental levels and the subjects taught. Standards are created by committees of classroom teachers, teacher educators and subject experts. These same standards are then reviewed nationally and extensively before final approval by the NBPTS 63-member board of directors, a majority of whom are classroom teachers. "My work with National Board Certification has empowered me as a teacher and the certification itself has served as a vehicle to carry me forward professionally," said Karen Carriera, a National Board certified teacher from Connecticut.

During the 1996-1997 school year, the NBPTS is offering six certificates: Early Childhood / Generalist (students ages 3-8); Middle Childhood / Generalist (students ages 7-12); Early Adolescence / Generalist (students ages 11-15); Early Adolescence / English Language Arts (students ages 11-15); Early Adolescence through Young Adulthood / Art (students ages 11-18); and Adolescence and Young Adulthood / Mathematics (students ages 14-18).

National Board Certification establishes standards of excellence for experienced teachers and presents an opportunity for professional growth to teachers nationwide.

The primary mission of the NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do, as well as to develop and operate a national voluntary system to assess and certify teachers who meet those standards. Applications for the 1997-98 administration of NBPTS certification may be requested by calling 1-800-532-1813. CU

Notice

U.S. Secretary Richard W. Riley will deliver the fourth annual State of American Education address on Tuesday, February 18 at 12:00 p.m. Eastern time. This special event will be broadcast live via satellite from the Carter Center in Atlanta, Georgia. Call 1-800-USA-LEARN for the satellite coordinates.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

Issue No. 44

175134
Ms. June Smith
Acquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University, NY 13244

Arts Education Beneficial in Workplace and School Improvement

Educators, business CEOs, and leaders of arts organizations gathered recently in Los Angeles at the Getty Education Institute for the Arts to discuss the findings of the recent *Business Week* special advertising section, "Educating for the Workplace Through the Arts." They learned that a quality education in the arts develops the habits of thought and the skills needed in the new Information Age economy.

"My own view is that the ability to use color, shape, music, rhythm, and movement is essential to the finished product, primarily because of the sense artists develop for idea sequencing — a crucial thinking skill," Will Tait, Creative Director of the software company Intuit, said. Rich Gurin, CEO of Binney and Smith, Inc. agrees. "We believe the skills the arts teach — creative thinking, problem solving and risk taking, and teamwork and communication — are precisely the tools the workforce of tomorrow will need," Mr. Gurin said.

The report provides examples of how integrating the arts into a school curriculum can improve the quality of education, increase student attendance, and provide savings for the business community. For a copy of the report, contact the Getty Institute at 310-440-7315, or write to the Getty Education Institute for the Arts, 1200 Getty Center Drive, Los Angeles, CA 91149-1683. There is a limit of one copy of the report per person. You may make extra copies of the report if you include the attribution, "reprinted from *Business Week* October 28, 1996 special advertising section, a division of The McGraw Hill Companies, Inc." CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS

Month of March Highlights the Arts

Various arts education disciplines will be celebrated in March. "Music in Our Schools Month" is sponsored by the Music Educators National Conference and this year's theme is "Music . . . It's Worth It!" The "World's Largest Concert" will take place on March 13 and will be broadcast by PBS at 1:00 p.m. Eastern time. Dates and times may vary in some locations. For more information, call 1-800-336-3768.

A booklet of ideas for "Youth Art Month" is available by writing or calling Debbie Gustafson, Council for Art Education, Inc., 100 Boylston Street, Suite 1050, Boston, MA, 02116, 617-426-6400. This year's theme is "Art Can Make a World of Difference."

The American Alliance for Theatre and Education and the Educational Theater Association will sponsor the "Theatre in Our Schools" campaign. The honorary chair this year is Craig T. Nelson of the television series "Coach." Information packets (free) and start-up kits ($30.00) are available by writing or calling Theatre in Our Schools, Educational Theater Association, 3368 Central Parkway, Cincinnati, OH 45225-2392, 513-559-1996, fax 513-559-0012, E-mail: network@etassoc.org.

National Dance Week will be celebrated this year from April 27 to May 3. Gus Giordano, jazz dance performer, choreographer and educator serves as honorary chair. For more information write to or call Patty Golding, National Dance Week Coordinator, 142 Parkedge Road, Pittsburgh, PA 15220, 412-922-8226. CU

Community Update

No. 45, March 1997
U.S. Department of Education

Putting Standards of Excellence in to Action

***Editor's note**: On February 18, U.S. Secretary of Education Richard W. Riley delivered his fourth annual State of American Education address in Atlanta, Georgia. Below are excerpts from the speech, "Putting Standards of Excellence in to Action." The entire speech is available on the World Wide Web at >http://www.ed.gov/news.html#speech<.*

Today, more than ever before, education is the engine that drives our economy. Education is now the great "fault line" that determines who is part of the American dream. The earnings gap between the educated and the less educated is growing, and it will continue to grow unless we educate all of our young people to high standards. An average education just isn't good enough anymore.

Education is now the great "fault line" that determines who is part of the American dream.

This is why President Clinton, in his State of the Union speech, gave us a bold vision of what American education can become. From helping our children to master the basics, to better teaching and modernizing our schools, to helping families pay for college through increased Pell Grants and Hope Scholarships, the president has made excellence in education our national mission.

Secretary Richard W. Riley delivered his fourth annual State of American Education address at the Carter Center in Atlanta, Georgia.

The president and I are deeply committed to ensuring access to higher education for every student who works hard to make the grade. This commitment has taken many forms: the creation of a streamlined direct lending program — the biggest increase in Pell Grants since its inception, as well as Pell Grants for more students — and a growing college work-study program with a new emphasis on community service.

This commitment is also why the president is following Georgia's lead in proposing his own Hope Scholarship program. Georgia's Hope Scholarship pays tuition and fees for qualified Georgia high school graduates who attend a college or university in the state. This is a big idea.

Under the president's plan, working and middle-income students of all ages can receive a tax credit of up to $1,500 for the first two years of college. That amount covers tuition at the typical community college. This plan will go a long way to making the first two years of college universally available. Universal another big idea.

In addition, middle-income Americans have the option to deduct up to $10,000 off of their income taxes for college tuition throughout their lifetime.

We are, my friends, at the door to a new time. And, in this new era, we will not build with bricks and mortar. We will build with minds — with the power of knowledge — and with the talent of every well-educated American who is eager to participate in our free enterprise system and strengthen our democracy.

The year is 1997, the issue is education, the question is: will we meet the challenge? I believe we can. CU

Special Insert on Family Involvement
(See inside)

BEST COPY AVAILABLE

April Town Meeting Will Explore Charter Schools, Magnet Schools and Other Choices in Public Education

The April Satellite Town Meeting will focus on charter schools, magnet schools and other non-traditional educational choices in the nation's public school system. U.S. Secretary of Education Richard W. Riley and panelists will discuss how parents, teachers, school administrators and communities can create innovative new schools that can improve teaching and learning in the public school system.

One focus of the program will be charter schools, which are public schools under contract or charter from a public agency to groups of parents, teachers, school administrators or others who want to create more alternatives and choice within the public school system.

The Satellite Town Meeting will also address magnet school programs, which gives parents more choices of schools and is often employed to help the nation's effort to achieve voluntary desegregation in public schools. Entitled "Charter Schools, Magnet Schools and Other Choices in Public Education," the hour-long Town Meeting will air on Tuesday, April 15, at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation, with support from the Bayer Foundation, the Procter and Gamble Fund, Microsoft, Inc., and SC Johnson Wax. Broadcast and cable partners include Discovery Communications, the Public Broadcasting System, and Channel One. The program will be closed-captioned and simulcast in Spanish.

The satellite coordinates are as follows . . .

C-Band: Satellite GE1, Orbital Location 103 degrees West; Transponder 22; Vertical Polarity; Channel 22; Downlink Frequency 4140 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: Satellite SBS-6, Orbital Location 74 degrees West; Transponder 15; Horizontal Polarity; Channel 15; Downlink Frequency 12068.0 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting System (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site. Call 1-800-USA-LEARN for further information or to register your participation. CU

U.S. Department of Education and PTA to Air Teleconference to Promote Family-School Partnerships

The U.S. Department of Education and the National PTA will broadcast a live teleconference on Tuesday, March 11 from 8:00 p.m. to 9:30 p.m. from Washington, D.C. Entitled "Making Connections: A National Town Meeting," the teleconference will link family and school groups across the country via satellite in a national conversation about ways parents and schools can work together to improve the quality of education.

Hosted by U.S. Secretary of Education Richard W. Riley and National PTA President Joan Dykstra, the teleconference will spotlight panels of involved parents, educators, business leaders, and members of state and local PTAs as they talk about family-school partnerships and other key education issues. Parents and teachers at participating sites can join the live discussion via a special toll-free number.

"Parent and community involvement are essential ingredients — perhaps the most crucial components — of building stronger schools and increasing student achievement," Secretary Riley said.

Topics to be discussed include meaningful ways for parents to get involved with local schools; how parents can become leaders for making improvements in their children's classroom and in their communities; and how schools can become more welcoming to family involvement. In addition, the teleconference will address what parents can do to help children achieve in reading, math and science, and how businesses and community organizations can help students learn reading, math and science to high standards.

The satellite coordinates for the teleconference are as follows . . .

C-Band: Satellite GE1, Orbital Location 103 degrees West; Transponder 22; Vertical Polarity; Channel 22; Downlink Frequency 4140 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: Satellite SBS-6, Orbital Location 74 degrees West; Transponder 15; Horizontal Polarity; Channel 15; Downlink Frequency 12068.0 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

The live teleconference will be available to downlink sites throughout the nation. Call 1-800-USA-LEARN for further information. CU

Partnership for Family Involvement in Education

Community Schools Provide Extended Learning for Middle Schoolers

***Editor's note**: The National Community Education Association (NCEA) has been working with community schools to develop on-site programs that extend learning after school and during the summer months.*

In West Philadelphia, two middle school summer camps provide extended learning opportunities that support students' involvement in their schools and communities: Turner Middle School and Shaw Middle School offer enrichment and basic skills to children and adults while also serving as meeting places for community discussions and problem solving. They are the result of a comprehensive partnership among the University of Pennsylvania, the local school district, city, state, and federal agencies, and community groups. The goal of this community partnership, the West Philadelphia Improvement Corps, is to create university-assisted, staff-controlled and managed, comprehensive community schools. A year-round program involves 4,500 children, their parents, and community members in educational and cultural programs, recreation, job training, community improvement and service activities.

Turner Middle School Camp was launched in West Philadelphia this past summer. The program involved 120 students and was in operation daily from 8:45 a.m. to 2:00 p.m. Each student in the camp participated in activities in one of five small, personalized learning communities (schools-within-schools): Health Promotion; Conflict Resolution; Writing for Publication; Environmental and Community Studies; and Technology. Students in each learning community worked together to complete projects that contributed to school and neighborhood improvement.

Students also participated in recreational activities: cooking, sports, arts and crafts, photography, and dance. Eleven teachers supervised the program with mentoring support provided by University of Pennsylvania undergraduates.

The second on-site program at the Shaw Middle School Summer Camp was launched with 100 students. Open Mondays through Thursdays from 9:00 a.m. to 1:00 p.m., the Shaw camp created three small learning communities: Science Alliance, Leadership Institute, and Bridges to Employment. Students, parents, teachers, and undergraduates from the University of Pennsylvania collaborated on projects that contributed to the improvement of both the school and the neighborhood. Seven teachers supervised the program with assistance from Penn undergraduates.

For more information on community schools and education, please contact the National Community Education Association (NCEA), 3929 Old Lee Highway, Ste. 91-A, Fairfax, Va. 22030; 703-359-8973; FAX 703-359-0972; e-mail <ncea@ids2.idsonline.com>. NCEA is a member of the Partnership for Family Involvement in Education. CU .

Teachers and students at Turner Middle School, together with student mentors from the University of Pennsylvania, developed a fresh fruit and vegetable stand as a service to the school and community. The project was part of a nutrition education and outreach program.

SPOTLIGHT ON TECHNOLOGY

- IBM is working with the Charlotte-Mecklenburg School District (CMS) in North Carolina to help strengthen links between school and home. Through a special grant, a telecommunications network has been built within Charlotte's newest complex of four "break the mold schools" called the "Governor's Village." The network gives parents access to their children's teachers and schoolwork at night and on weekends, either from their home or at community centers that are networked to their children's schools. It also allows students to work on assignments after school hours, giving them additional time and activities to help them reach the district's academic standards and an opportunity to work with their peers on the same project from different locations. Parents, teachers, students, and community mentors also can use the network's communication capabilities as the basis for collaboration, discussion, evaluation and publication of student projects.
- The U.S. Department of Education's Evaluation Web Site at <http://www.ed.gov/offices/OUS/eval/> is now online and is expanding monthly. The site contains detailed information about evaluations of programs, a primer for conducting evaluations, and frequently asked questions about the evaluation process. Separate sections address programs in Elementary and Secondary (including Chapter I and Title I) Education, Adult Education, Financial Aid, Higher Education, and Vocational Education. There is also a link to the U.S. Department of Education's Biennial Evaluation Report, which contains brief descriptions of the programs the Department administers and contacts for additional information.
- The Association for Supervision and Curriculum Development (ASCD), a member of the Partnership for Family Involvement in Education, is offering a 15-minute videotape for organizers of NetDay activities. Scenes from elementary, middle and high school classrooms demonstrate how teachers and students are using the Internet to enhance teaching and learning. ASCD will make available to organizations one free copy that can be duplicated and distributed for NetDay events. To request a copy, write to Todd Johnson at ASCD, 1250 North Pitt Street, Alexandria, Va. 22314-1453, or call 703-549-9110 ext. 410. CU

PUBLICATIONS

Parents Are Powerful is a new resource from the Center for Law and Education. It provides parents with user-friendly information on how to get involved in their children's education, and explains how programs such as Title I, School-to-Work and IDEA can promote academic achievement. To order, write to the Center for Law and Education, 1875 Connecticut Avenue, N.W., Suite 510, Washington, D.C. 20009. The cost is $4.00 per single copy, plus $3.00 postage and handling. Phone or fax credit card orders to 202-462-7687. For discounts on bulk orders, call 202-462-7688.

Family Involvement Competition Announced
The second annual competition of the Apple PIE (Parental Involvement in Education) Awards is cosponsored by *Working Mother* magazine, the Partnership for Family Involvement in Education, and Teachers College, Columbia University. These awards recognize grassroots organizations, parent groups, schools, community organizations, and businesses that have forged partnerships that support family involvement in education. For an application, write to *Working Mother* magazine, 135 West 50th Street, New York, N.Y. 10020, Attn.: Apple PIE Award, or fax to 212-445-6174. CU

Calendar

March 20-22 - Conference on "Developing Religious, Racial, and Ethnic Tolerance," Orlando, Fla. Registration information: 1-800-537-4903, Fax 941-778-6818. E-mail: <102630.2245@compuserve.com>.

April 4 - Title I Schoolwide Network Conference, "Leave No Family Behind: Parental Inclusion and Involvement," Orlando, Fla. For more information, contact Dr. Gwendolyn Cooke at 703-860-7278.

April 13-15 - Toll-free hotline service offered by the National Association of Elementary School Principals on a wide range of school-related issues. English hotline: 1-800-944-1601. Spanish hotline: 1-800-753-5090. The hotline will operate during specified hours which will be announced in next month's Community Update.

May 15-16 - Business-education partnerships conference, "Better Education is Everybody's Business" in Boston, Mass. Contact The Conference Board at 212-339-0345, Fax 212-980-7014. E-mail: <orders@conference-board.org>

President Clinton Sends 1998 Education Budget to Congress

President Clinton's 1998 balanced budget proposal makes the largest investment ever in improving schools and helping families pay for college. The investments include $2.9 billion for the expansion of programs that will improve schools based on standards of excellence, provide access to college for low-income students through the Pell Grant program, meet the challenge of higher school enrollments, and make college more affordable. In addition, the budget includes $4.1 billion in tax cuts to help working and middle-income families pay for college and $1.5 billion in new initiatives for modernizing school buildings and for the America Reads Challenge.

"This budget supports the president's goals and gives the American people the tools they need to achieve them. It includes historically high levels of investment in every area of education from preschool to high school to college," U.S. Secretary of Education Richard W. Riley said.

Key priorities of the president's 1998 budget request for the U.S. Department of Education include:

- **$620 million for Goals 2000**, up $129 million, to expand support for state and local efforts in all 50 states and to set and implement standards of excellence to improve teaching and learning in order to reach the National Education Goals.
- **$500 million for Educational Technology**, up $243 million, to ensure that all classrooms are connected to the Information Superhighway, and to improve the quality of instruction in the core subjects.
- **Doubling funding for charter schools to $100 million** to expand public school choice for parents by supporting the creation of publicly accountable schools, and to encourage flexible and innovative methods of achieving educational excellence.
- **$7.5 billion for the Title I Grants to Local Educational Agencies program**, up $347 million, to improve school reading instruction for educationally disadvantaged children.

President Clinton is also proposing a significant investment of a new mandatory program in two key areas:

- **$200 million for the America Reads Challenge**, the first installment of a planned $1.75 billion over the next five years, which would enlist and train one million tutors in the Reading Corps to help children learn to read well and independently by the end of third grade. The Reading Corps would work with teachers, families and community organizations by providing reading assistance after school, on weekends and during the summer.
- **$5 billion for school construction**, which would stimulate state and local efforts to upgrade and modernize school facilities, particularly in areas of high need. The program would pay for up to half the interest on school construction bonds or similar financing mechanisms, with a target of stimulating at least $20 billion in new construction or renovation projects.

The president is also proposing a combination of budget and tax initiatives that would significantly expand access to postsecondary education for low-income students while providing new assistance to middle-class families who are having difficulty paying for college.

- **$7.6 billion for Pell Grants**, up $1.7 billion, to fund an increase in the Pell maximum award from $2,700 to $3,000 for low-income students, and to expand eligibility for independent students.

Two other significant initiatives, while not part of the U.S. Department of Education's budget, are the America's Hope Scholarship tax credit and the Middle Class Bill of Rights tax deduction. America's Hope Scholarships would provide a $1,500 tax credit for up to two years of postsecondary education, and the tax deduction would permit a deduction of up to $10,000 from income for payment of college tuition and fees. Together, these proposals would save eligible students and their families more than $4 billion in college costs in 1998.

The U.S. Department of Education is also proposing changes to improve both the effectiveness and efficiency of the student loan programs. Loan origination fees for needy students would be cut from 4 percent to 2 percent, the costs of subsidizing lenders and guaranty agencies would be reduced and administrative funds for direct loans would be scaled back. The U.S. Department of Education's 1998 budget is now available on the World Wide Web at >http://www.ed.gov/offices/OUS/Budget98/<. CU

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

Issue No. 45

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

175134
Ms. June Smith
Aquisitions Secretary
Eric/ir
030 Huntington Hall
Syracuse University, NY 13244

TIMSS Report Helps Districts Aim Higher in Math

A new report from the most thorough international study of mathematics and science education ever conducted is a resource that school districts can use as a guide to strengthen teaching and learning. The Third International Mathematics and Science Study (TIMSS) established world-class standards of excellence in math and science, comparing the performance of 500,000 students, including 40,000 Americans, at levels corresponding to U.S. grades 4, 8, and 12. Last November, the 8th-grade results were released, showing that among 41 nations, U.S. students scored below the international average in math and above the international average in science.

Responding to TIMSS, as well as to the most recent National Assessment of Educational Progress (NAEP) in reading, President Clinton has issued a challenge to states and school districts to raise standards and improve teaching and learning in the basics and core academic subjects. The president has proposed voluntary national tests of reading skills at grade 4 and math skills at grade 8 that would be comparable to the widely accepted TIMSS and NAEP measures of student achievement.

Unlike TIMSS and NAEP, however, which assess a sample of students across the country, the new voluntary national tests would be taken by ***all*** students in participating districts. Test results for individual students would be reported directly to parents and educators, helping them identify areas where more progress is needed so that students strengthen the essential skills they need to succeed in school and in life. Students who master the basics of reading by grade 4 and the basics of math, including the essentials of algebra, by the end of grade 8 have the foundation to continue to succeed in school, and later in the global economy, which demands higher levels of literacy and quantitative skills than ever before.

The voluntary national tests in math and reading will be available in 1999, but the Education Department is already working with states and local districts to help them prepare for the assessments. One valuable resource for improving math education is the report from TIMSS entitled *Pursuing Excellence*.

The TIMSS report outlines stark differences between what the U.S. expects of its students and some of its major economic competitors. The U.S. 8th-grade math curriculum compares to the 7th-grade level in top-performing countries. Virtually all Japanese students study algebra and geometry extensively by the end of the 8th-grade whereas only 20 percent of U.S. 8th-graders have completed algebra by that time.

U.S. curricula and textbooks cover more topics than those of leading countries, leaving little time for student mastery and depth of understanding. In comparing teaching practices, researchers discovered through videotaped classroom observation that Japanese instructors place a greater emphasis on training students to understand math concepts and apply knowledge to solve real problems, along with the basics of arithmetic, than their American counterparts who are taught instead to make calculations.

For more information on TIMSS, including a copy of the report, you can access <http://www.ed.gov/NCES/timss> on the World Wide Web. To purchase a copy of *Pursuing Excellence*, contact the Government Printing Office at 202-512-1800 (stock number 065-000-00959-5). CU

Community Update is published by the Office of Intergovernmental and Interagency Affairs

Assistant Secretary
MARIO MORENO

Senior Director
JOHN McGRATH

Editor
JULIE ANDERSON

Designer
BARBARA [illegible]